

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
December 7, 2009
Annapolis/ Queenstown/ Eastern
Shore/ Maryland; Queenstown Hall,
MD

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 #5

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 Annapolis/ Queenstown/ Eastern Shore area?

Challenges

- Lack of knowledge with regards to the area's history
- Focusing the stories on fact (vs. legend)
- State budget reductions
- How will these resources attract visitors to this area? What methods could be used to bring visitors here?
- Budget

- Difficult to get to some of these resources, or may not have tangible resources at the locations (i.e. Tangiers Island)
- Disparate resources/ challenge of collaborating with and linking to the other efforts in the state/ area
- Who is our audience and how best to capture them?
- Hampton Roads story – and Craney Island – and how to include these stories in this effort (as it is not illustrated on the current map)
- Experiencing “life on the water/ battles on the water”
- “Carrying capacity” to some of these resources, especially public access point

Opportunities

- To offer education and recreation experience
- “Bring to life” our history
- Facilitate protection of these resources
- Venue/ staff is currently available at Chesapeake Bay Maritime Museum (St. Michaels)
- Education of this history to the state
- Eastern Shore is already well-known/ visited opportunity so can capture these visitors with this project
- “Human story” and to put it into context
- Education on the War of 1812
- Place-centered storytelling
- Archaeology on Kent Island
- Interpretive Plan as the framework should improve implementation success/ collaborative support
- To communicate the access point “logistics” to the public / coordinate with the state with implementing

Additional Group Comments:

- Many newcomers to the area know little about local history and will be excited to become a part of the culture of the Eastern Shore
- This trail can help us protect the land resources of the area from undesirable development
- We need to increase recreational opportunities (walking trails, etc.) in this area

Group Discussion: A Visitor Perspective

The Consultant team asked the workshop attendees the following questions:

2. While visiting the Annapolis/ Queenstown/ Eastern Shore area, what should a visitor learn about the Star-Spangled Banner National Historic Trail? What significant stories, messages, or perspectives should be presented?

- Effect of the British/ their impact on the land, community, people, food, etc.
- The “Homefront” perspective/ the role of the Eastern Shore
- “Building of Barney’s Fleet”/ Eastern Shore efforts for the American defense
- Support of the Army by Eastern Shore communities
- Nautical story is compelling/ many fleets
- Resource story; small communities and the “agricultural/ rural legacy;” the connection to the water resources, fishing, etc.
- British/ slave story
- Joshua Thomas – Tangier Island “legend”
- Admiral Cockburn and Barney stories
- Frances Scott Key
- Connecting Revolutionary War to the War of 1812/ British knowledge from past war
- “Estuary” story – led to the war routes/ war strategy
- Geography of the Eastern Shore – water levels, erosion, etc., changed boat design and war strategy
- “Fenwick” story – Scot engineer for British fortresses
- “The story of Nathan” – the slave role/ perspective/ and value to the British
- “The Bay as the British Highway”/ the major route for the Eastern Shore community to Baltimore/ was viewed as a “connection,” not a barrier
 - “Sailing packets”
 - Steamboat excursion

- British overtaking different ship vessels
- Communication/ “miscommunication” of this war
- Genealogy of this war/ African American
- Telling the Canadian story/ perspective
- “The life of John S.” – an opportunity to tell the story of an Eastern Shore young man’s journey through the events of the War of 1812
- The effect of the blockade on commerce/ daily life
- Ship building and privateers
 - Baltimore-centered, yet with significant Eastern Shore connections

Additional Group Comments:

- Many stories of individuals here – but where are the best physical places to tell their stories?
- Interpretation of the war events can also focus on natural resources (even some that have disappeared) – shoreline erosion, sea level rise, wetlands losses
- Many archival materials regarding Tangiers Island are in a museum/library in Scotland

3. Where are the places (and types of places) that best teach these stories in the Annapolis/ Queenstown/ Eastern Shore area?

Tangier History Museum*/ Tangier Island*	✓✓✓
Ft. McHenry*	✓✓
St. Michaels/ Talbot County*	✓✓✓
Easton (war site – point*)	✓
Kent Island*	✓
Queenstown/ Queen Anne’s County*/ Story of Nathan*/ Bowlingly*	✓✓✓
Caulk’s Field/ Kent County	✓✓✓✓
Naval Academy*	✓✓
Kitty Knight/ Georgetown	✓✓
Ice Mound*/ Becky Phipps Cannon	✓✓
State House/ Annapolis	✓
Slippery Hill	✓
Fort Point*	✓
Lewes, Delaware*	✓
North Point*	✓
Hampstead Hill (Patterson Park)	✓
Flag House/ Mary Pickersgill House	✓
Local Visitor Centers and Gateways	✓

* indicates locations accessible via a waterway
 ✓= indicates the # of responses from attendees

Additional Group Comments:

- Can local/county visitor centers host small exhibits throughout the Eastern Shore?

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; i.e. Athletic groups (triathlons, bicycle, etc.), Kayak groups, Cub Scouts/ Brownies/ Girl Scouts, “Red Hat Ladies”)
 - Half Marathon – “Run for the British or the Americans” (signage/ information packet)
 - Athletic/ sports events
 - Kayak guided tour
- Educational Groups (i.e. School groups, Environmental-based groups (Chesapeake Bay Foundation), School youth, teachers, legislators)

- Event at school (local)/ engaging youth at local events (tracking with educational standards)
- "Traveling trunks"
- "Build/ draw" opportunities; "Lego" opportunities
- Kid-sized reproduction uniforms for kids
- Virtual visitors (internet)
 - Downloadable self-guided tour (iPod)
 - Social networking – communication/ marketing
 - Research and sharing of information
- Trail Neighbors/ Local Residents
 - Special events/ community events
 - Local display at library (all age groups)
 - Volunteering at athletic/ special events
- Special Audiences (special needs)
- General Visitor/ "Accidental Tourist"
 - Geo-caching (multi-generations)
 - Interactive video/ audio/ kiosk (self-activated)
 - "Hands on"/ touching the resource
 - Passport system (at a resource/ site or self-serve)
 - Map and marker system (self-guided)
 - Exhibits relevant to the area; traveling
 - Guided tours/ personal "Ranger"/ Docent/ Volunteer
 - Local visitors center
 - Lecture/ guided tour on boat/ bike
 - Uniform/ standard/ coherent Signage
- International Visitor
 - Language-specific
 - Publication, programming
 - Marketing/ communication with international partners
 - Tangier, Annapolis, Baltimore, Fort McHenry currently sharing/ research opportunity for STSP – blog (tell us your stories)
- Conventions/ Conferences
 - Brochure, map, film, "talk"
 - Central location for trail information
 - Themed talk by re-enactor specific to the audience about a local story from the war
- Boaters
 - "Special" water route-based passport
 - Signage at docks
 - "Buoy opportunity" interpretive device – GPS oriented
- Genealogy/ Family History
 - Link to www.ancestor.com
- Military History/ Connection
 - Re-enactors/ re-enactments

Additional Group Comments:

- A large outlet mall at Queenstown attracts thousands of visitors – can we target these visitors as "accidental tourists"?

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)

- Chesapeake Bay Environmental Center (Gateway Site); Ms. Judy Wink

- Chesapeake Bay Heritage Area, Ms. Elizabeth Watson
- Queen Anne's County Office of Tourism
- Local towns of the area
- Historical Society of Talbot County
 - www.hstc.org; curator@hstc.org
- Patriot Cruises Inc. (St. Michaels)
- Phillips Wharf Environmental Center, Tilghman Island (for boat tours)
- Chesapeake Bay Foundation
- Virginia Association of Museums
- Tangier Island Cruises

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