

## 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 8, 2009  
Baltimore, Maryland; Maryland  
Historical Society

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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 #6**

#### **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 Baltimore area?*

#### **Challenges**

- Getting adults to know the story
- Disparate groups telling one cohesive story
- General population is unaware of these resources
- Transportation/ physical linkages between the sites and resources
- Involving all stakeholders/ partners
- Having an integrated interpretive message at diverse sites

- Telling the story in a positive manner
- Recognition of the “forgotten war” to adults and children
- Clarifying the many “Star Spangled” resources/ events/ designations
- Telling the importance of this War in our country’s history; funding may be challenged due to this
- Transportation, especially for school children
- How to best learn/ “plan your trip”/ to identify the best experiences for the Star-Spangled experience; what media can provide a central resource?
- Telling a relevant story to African American youth

#### Opportunities

- To teach the parents by teaching the children
- Re-create “signaling to Bogden Hill” as an historically accurate activity
- Education and tourism opportunity for children
- Integrate history into a recreational facility
- Making history relevant to Baltimore city schools/ children
- Connect history with/ natural resources and with recreational users
- The resources do still exist to tell the story
- This effort can include minority and diverse audiences
- Communication to students/ teacher
- Relevant to and incorporates the general visitor/ the “accidental tourist”
- Coalescing all of these stories and telling them to local visitors in a simple manner/ easy to understand
- To bring hidden/ misinformation to light (Fell’s Point/ Federal Hill); to engage the community in telling these stories and elevating “pride in place”
- Outreach/ education to all ages (especially Baltimore’s importance)
- Education for “teach visitor experiences”, special those from throughout the United States
- Relevancy of the many outcomes for adults and students
- Life-long learning experiences for all ages/ users

#### Additional Group Comments:

- N/A

#### **Group Discussion: A Visitor Perspective**

The Consultant team asked the workshop attendees the following questions:

#### *2. While visiting the Baltimore area, what should a visitor learn about the Star-Spangled Banner National Historic Trail? What significant stories, messages, or perspectives should be presented?*

- The role of Baltimore in the War/ in the importance of our country
- The two crucial battles that Americans won; this reversed past negotiations; importance of Plattsburg (NY) and Baltimore in the overall outcome/ turning point
- Why Baltimore? – clippers, schooner ships, privateers, Fort McHenry, Hampstead Hill/ Patterson Park
- “Story of the citizen soldiers of Baltimore”
- Baltimore’s Maritime history/ significance
- Role/ story of the privateers (“America’s Navy”)
- Role of/ diversity of ship types in battling the British
- Story of African American privateers (1 in 5 were of African descent)
- “Ship culture vs. land culture” – sailors vs. soldiers
- Story of Thomas Boyle/ and the ship ‘Chasseur’
- “Mr. Roberts” – Gunner on the ‘Chasseur’ – he was referred to as “the pride of Baltimore”
- “The fate of the freed slaves” – who are these people and did they remain free? Story of the British actions after the promise of freedom
- Realization for Americans that they could no longer depend on British for finished goods = American industry was now a necessity; self-sufficiency; now totally independent (i.e. economically and culturally); led to the evolution of industry, especially mills along East Coast, etc.
- Outcome of the War on goods, industry, etc.



- Educational Groups
  - Field trips; re-enactment/ living history
  - Guided tour; “hands-on”/ interactive opportunity (elementary/ middle school); curriculum
  - “Teaching the teachers”; communication/ marketing to principals (materials [resented at the Principal’s conference/ annual meeting)
  - “Traveling trunks”; study tours/ events targeted to college students; exhibit at NCSS conference for outreach; National History Day for promotion
- Virtual visitors (internet)
  - Podcast/ downloadable map
  - Online field trip/ virtual “visit”
- Trail Neighbors/ Local Residents
  - “Speakers Bureau”
  - Geo-caching
- Special Audiences (special needs)
  - Programming to them (traveling re-enactments, etc.), i.e. schools, summer camps, nursing homes
  - providing access on internet or at the sites
- General Visitor/ Tourist
  - 1812 Trolley Tours
  - Water-based activities “on demand” (boat tour); or self-guided boat tours; buoy system
  - Volunteer docent providing themed talks
  - Identity on the trail/ branding
  - Signage at key points, especially for those sites/ resources those that no longer exist
- Conventions/ Business Traveler
  - Water/ boat tour
  - Walking tour – self-guided
  - Walking “map”
  - Map (or interpretive ‘panel’) at The Top of the World Building to trace/ illustrate the battle (from this viewpoint)
- Bus/ Commercial Tours
  - “Star-Spangled” theme tour
- Recreational Visitor
  - Bicyclists, kayaks
  - Self-guided tour (GPS/ cell phone/ iPod)
  - “Point to point”/ themed race
- Environmentally-oriented visitor
  - Fort Smallwood “brochure”

Additional Group Comments:

- Discussion of how to inspire K-12 students to explore/learn more about our nation’s history; many different suggestions offered

**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](http://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)*

- Living Classrooms Foundation
- H&S Bakery (The Bakery’s founders, Harry Tsakalos and Isidore (Steve) Paterakis, (H&S) – Harbor East)
- Maryland Department of Education
- Baltimore City Department of Recreation and Parks
- Preservation Maryland

- Society of War of 1812 – Maryland
- War of 1812 Consortium, Inc.
- Battle Acre Revitalization Committee
- DMOs (e.g. Visit Baltimore)
- Potential funders (e.g. corporations)
- Maryland Historical Trust
- Maryland Humanities Council
- National History Day (College Park, Maryland)
- Baltimore City Historical Society
- Greater Baltimore History Alliance
- Reginald Lewis Museum of African American History
- Daughters of 1812
- Society of 1812

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