



Long Range Interpretive Plan

Thomas Stone National Historic Site

National Park Service—Department of the Interior

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Introduction

Comprehensive Interpretive Planning in the National Park Service

In 1995, the National Park Service adopted a unified planning approach for interpretation and education. This approach took proven elements of interpretive planning and combined them. At the same time, responsibility for interpretive planning shifted to the parks. The Comprehensive Interpretive Planning (CIP) process became the basic planning component for interpretation and was incorporated into park service guidelines (see Director's Order 6).

What is a Comprehensive Interpretive Plan?

The CIP is a tool designed to help parks make choices, and 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 DO 6 is composed of specific elements, it should be clearly stated that any good planning is customized to meet an individual park's needs, conditions, and situations. The CIP is not a recipe; rather it is a guide to efficient, effective, goal-driven planning. The product is not the plan, but an interpretive program that achieves management goals, provides appropriate services for visitors, and promotes visitor experiences. 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.

Responsibility for procuring interpretive planning rests with park superintendents and each park should update the CIP as frequently as circumstances require. It can and should evolve to address new challenges and maintain relevance to park management efforts.

What is a Long Range Interpretive Plan?

The heart of the CIP is the Long Range Interpretive Plan (LRIP). Almost everything else is tied to it. The LRIP defines the overall vision and long term (5-7 years) interpretive goals of the park. The process that defines the LRIP encourages development of targeted, realistic strategies and actions that work toward achievement of the LRIP's goals.

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

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and experiences and, in the context of Government Performance and Results Act

(GPRA) requirements, it lists results-oriented strategic goals and poses management issues that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an Action Plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

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

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 annual plans via this “stepping-down” of the LRIP simplifies much of a park’s annual planning process.

The third component of the CIP is the Interpretive Database (ID), a compilation of information, including interpretive media inventories, the park’s strategic plan, enabling legislation, visitor surveys, interpretive reports, and a bibliography.

Part 1

Foundations

Park Purpose & Significance

Park Purpose

Park purpose summarizes the reasons a particular park was included in the National Park System originally, and how that purpose may have evolved over time.

The National Parks and Recreation Act (Public Law 95-625 dated November 10, 1978) authorized the Secretary of the Interior to acquire the Thomas Stone home and grounds, known as Haberdeventure¹, for establishment as the Thomas Stone National Historic Site. See Appendix 1 for the language contained in the law.

Although this Act did not clearly state a specific purpose for the site, comments made by the Honorable Robert E. Bauman, Representative from Maryland, and the Honorable Charles McC. Mathias, Jr., Senator from Maryland, shed additional light on the thinking of these two members of Congress at the time the Act passed.

On July 10, 1978, Representative Bauman said:

“By the House’s action today we have approved acquisition and repair of the Thomas Stone home by the National Park Service which already has designated Habre-de-Venture as a National Historic Landmark. This site could easily be restored to its full beauty and operated as a working colonial residence and farm, much as is done by the National Park Service at the birthplace of George Washington.”

Senator Mathias, on October 12, 1978, said that:

“This provision of the omnibus parks bill will permit the acquisition, restoration, refurbishing, and opening to the public of this grand Georgian mansion....The property has the potential of becoming a unique cooperative effort between private historic preservation groups and the National Park Service, perhaps ultimately as a working colonial farm.”

¹ The Latin translation for Haberdeventure is “dwelling place of the winds” or “a place possessed by the winds.” It is first documented as the name of the property circa 1682, soon after the first recorded owner John Bearfoot (or Barefoot) purchased it.

A General Management Plan prepared by the NPS, approved in 1990 and revised in 1996, considered the legislation creating Thomas Stone NHS as well as the congressional intent and endorsed three objectives for the overall management of the site:

1. To preserve and protect the resources of Thomas Stone National Historic Site that are essential for commemorating Thomas Stone; a member of the Continental Congress, signer of the Declaration of Independence, Maryland State Senator, and prominent lawyer.
2. To manage and protect the natural resources of the site consistent with the need to interpret agrarian lifestyles and re-establish historic landscapes.
3. To rehabilitate those structures and landscape elements which are essential for interpreting Habre-de-Venture, the home of Thomas Stone, as well as 19th century farming practices and buildings which lend to the history of the site.

During workshops for this interpretive plan, participants discussed a wide range of possible purpose statements. The tangible resources located at Haberdeventure include those above and below ground, the natural environment as well as cultural features. While these resources could be used to interpret many stories (for example: architecture and furnishings, Maryland's slave-dependent plantation economy, land use and rural lifestyles over time, including Stone family history for more than 165 years), an effective interpretive program depends upon focused messages.

To date, all planning has acknowledged the centrality of Stone as a signer of the Declaration of Independence. Keeping that in mind, the tangible resources of Thomas Stone NHS should be used first and foremost to explore why Stone joined the patriot cause and signed the Declaration of Independence.

Therefore, Thomas Stone NHS exists to:

Preserve, interpret, and support research directly linked to the on-site resources of Thomas Stone's Port Tobacco home, Haberdeventure, particularly as they relate to Stone's decision to sign the Declaration of Independence and the impact of American independence.

The stories associated with the site include the private and public attitudes and influences that shaped Stone's political life and the local, regional, national, and international impacts of the ideas endorsed by the Declaration of Independence. The many human stories of Stone can be used interpretively to enrich our

understanding of Stone's decision to sign the Declaration of Independence. Each facet of Stone (husband and father, plantation owner and slave holder, successful lawyer, Marylander who divided his time between the rural life of Haberdeventure and the more cosmopolitan life of Annapolis, elected official and cautious supporter of independence) presents a slightly different human perspective. Together, they help us understand the Revolution and explore the sometimes unanticipated outcomes of independence.

Park Significance

To determine park significance, workshop participants completed the following sentence. Thomas Stone National Historic Site (NHS) is nationally significant because...

Thomas Stone signed the Declaration of Independence.

Thomas Stone, a signer of the Declaration of Independence, owned Haberdeventure. The Stone family occupied this home and land for over 160 years. Tangible features from all periods are preserved and interpreted there.

Colonial Port Tobacco, once the second largest river port in Maryland and strategic commerce center in the Chesapeake Bay watershed, and the adjacent plantation Haberdeventure are remnants of the global process of European colonization and exemplify, in microcosm, many elements of colonial and revolutionary era life in Southern Maryland.

Beyond these nationally significant stories are other layers of site history. For a more complete exploration of these other stories, see Appendix 2.

Intrinsically Important Resources and Values

Intrinsically important resources and values are those determined to be fundamental to achieving a park's purpose. They may include scenery, wildlife, natural and historic objects, processes and conditions, and opportunities to experience enjoyment of park resources.

Identifying a park's intrinsically important resources helps to ensure that all planning is focused on what is most important about a park.

The most intrinsically important resources and values at Thomas Stone NHS include:

- Opportunities to explore the influences that led Thomas Stone to consider and finally sign the Declaration of Independence and support the American Revolution. Specifically, Thomas Stone NHS provides opportunities to explore the natural, cultural, and social environment of Haberdeventure. This includes the personal lifestyle and family relationships of the Stone family as well as the social and economic communities in which the Stones lived.

The on-site physical resources at Thomas Stone NHS include the site's archeological and museum collection, the cemetery, the house complex, natural features of Haberdeventure, and the plantation's historic location.

- Opportunities to consider the options, other than independence, that faced Thomas Stone before 1776.

The on-site resources related to the choices made by Stone are less tangible. They include the social, economic, and political milieu in which Stone lived.

- Opportunities to explore the risks and sacrifices as well as the immediate and long term implications associated with independence. A holistic approach to site interpretation will demand exploration of the legacy of the Declaration of Independence from multiple points of view—Stone family members, Stone neighbors in the region, and enslaved workers on regional plantations, for example—as well as discussion of the meaning of the ideas contained in the Declaration of Independence.

The 1818 copy of the Declaration of Independence, given to and preserved by Stone descendants, is among the most important objects in Thomas Stone NHS's collection. It relates directly to the story of the Declaration of Independence and the importance of Stone's actions in family tradition. This

copy of the Declaration of Independence also invites exploration of the document's structure and contents.

The site's collection of objects also includes a writing desk owned by Thomas Stone.

News clippings and original Stone Family documents (family letters, wills, census documents (1860), deeds and receipts for payment of goods and services) dating from the 1600, 1700 and 1800's owned by Richard and Beverly Stone and recently (10/2004) donated to the Park.

Existing Programs and Facilities (2005)

As of 2005, building on recommendations contained in the sites' General Management Plan (1990) and GMP Revision (1996), as well as an Interim Interpretive Prospectus (1990) written as the site prepared to open to the public, Thomas Stone NHS provides a variety of interpretive programs using several types of interpretive media.

Visitor Center

The visitor center, dedicated in 2002, is a remodeled and enclosed picnic pavilion. As of 2005, it contains...

A park service staffed information desk that is open five days per week from Labor Day to Memorial Day (W- S), and seven days per week in the summer

An Eastern National sales outlet

Public restrooms

No permanent exhibits (currently there are exhibits recycled from an earlier installation.)

The visitor center is ADA compliant.

Audio Visual Program

An eight-minute video (VHS tape shown with television monitor, not closed captioned) describes the life of Thomas Stone and his political career, as well as his plantation home Haberdeventure

Publications

Thomas Stone NHS has a park-produced, unigrid-style site brochure.

Talks, Tours, and Trails

Rangers offer theme-related tours of the house and grounds to the visiting public and to groups by appointment.

Currently the only maintained trail connects the visitor center, cemetery, and house. It is not ADA compliant.

Exhibits and Furnishings

The furnished rooms (parlor, sleeping chamber, and entry hall) in the house are intended to reflect the daily family life of Thomas Stone during the late 1770's. Approximately five percent of the artifacts are original family or period pieces.

Harpers Ferry Center designed the text panels in the house. The north kitchen explores the political life and career of Thomas Stone while the south kitchen interprets the architectural story of Haberdeventure from construction, different owners, additions, the fire in 1977, and the eventual reconstruction of the exterior to represent the earliest known photograph of the structure circa 1902.

There are no wayside exhibits on site.

Structures

Visitor Center

The visitor center (see above) was dedicated in 2002. It is a remodeled and enclosed picnic pavilion.

House

The house that Thomas Stone built circa 1771-1772 was Georgian in style, a regional variation of English Palladian design with a major center structure and flanking dependencies in a loosely symmetrical design.

Little of the home begun in 1771 remains today. Fire gutted the central core on December 31, 1977 (exact cause is unknown). The original dependencies were removed or destroyed in the late 18th to mid 19th centuries. After the park service acquired Haberdeventure, the exterior of the house was reconstructed to its 1902 appearance, the date of the earliest known photo.

While the exterior of Haberdeventure is circa 1902, interior furnishings and exhibits more closely reflect the time period of the site's significance (1770's).

Other existing structures

The west wing, circa 1840-50, served as a kitchen/laundry and servant quarters. It contains pit-sawn construction. A foundation dating to the Stone era survives beneath the current west wing.

The 1977 fire damaged, but did not destroy, the west hyphen, circa 1780.

The east wing dates to the 1740s. A smaller foundation of a prior structure exists beneath the current building.

The Stone family burial ground includes the graves of Stone and his wife, as well as other Stone family members.

Oral tradition as well as documentation on the back of a 1930s deed of sale for Haberdeventure (from the Stone family to the Smiths) places a 19th century slave burial ground adjacent to the fenced family plot (see small stone makers in the surrounding area)

Several outbuildings that date primarily from the 1840s, well after Thomas Stone's lifetime, are used as storage or are empty. The outbuildings include a 19th century cattle barn, a corn crib (c. 1865-75), a horse barn (c. 1850-74), a tenant house or possible slave quarters (c. 1840-59), and a good example of a modest Maryland tobacco barn (c. 1840-49).

Special Events & Off-site Programs

Thomas Stone NHS offers several special events and off-site programs.

July 4th

Christmas

Off site (senior centers, civic organizations, and historic societies)

Educational Program

Educational programs, including a web-based junior ranger program, are in development. See the park's website at www.nps.gov/thst for the latest information.

Interpretive Themes

What are Interpretive Themes?

In the National Park Service, interpretive themes are key ideas that capture the meaning of nationally significant resources associated with national park sites. They provide the focus for the park's interpretive program, including personal services and media.

By connecting park resources to the larger processes, systems, ideas, and values, interpretive themes also place a park into political, economic, social, and intellectual context. They present a complete, well-rounded picture and avoid bias or a single point of view.

The following interpretive themes were developed at a series of workshops involving a cross-section of NPS staff, stakeholders, and subject matter experts.

Primary themes are those stories that must be communicated to every visitor because they are essential to understanding the significance of the site's resources.

Secondary themes present important stories that enrich and elaborate the primary themes. When the primary themes are thoroughly addressed, and as staffing and resources are available, secondary themes then should be included in the interpretive programming for Thomas Stone NHS.

Primary Themes

Topic

Signing

Theme Statement

By exploring the influences that may have led Thomas Stone to sign the Declaration of Independence, Thomas Stone NHS provides a venue for interpreting both the tensions between loyalty and rebellion that characterized the American Revolution and the content and ideas contained in the Declaration of Independence.

Content

This theme focuses on three things: why Stone signed, what he signed, and what separated loyalists and patriots. Each aspect of the story is important.

First, this theme focuses on the universal human dilemma of decision-making and interprets the multiple factors that may have influenced Stone, and by implication, other signers.

Exploration of Stone's decision is embedded in who Thomas Stone was and what shaped his attitudes. This theme invites audiences into the worlds of Thomas Stone and leads to discussion of topics like family, community, and politics. How did Southern Maryland, Port Tobacco, and Haberdeventure shape the man even as the man influenced the region?

But this theme also provides important context and connections. It suggests exploration of the lives of others, those who signed the Declaration of Independence, as well as those who did not. It invites comparison of the influences that shaped their decisions.

And finally, no discussion of the decision to sign is complete without consideration of what was signed. So this theme also focuses on the Declaration of Independence itself. What was the document and what did it say? It encourages audiences to look carefully at the language and the ideas that the Declaration of Independence contains. It traces the origin of those ideas and suggests why, how, and to what extent they were embraced during and after the American Revolution. It explores what, in hindsight, contemporary audiences may describe as contradictions. How could slaveholders like Stone lead a struggle for personal liberty? How did the Revolution address (or ignore) race, gender, and class inequities?

Topic

Consequences

Theme Statement

The American Revolution had social, political, and economic consequences not only for Stone, an "otherwise ordinary gentleman," but also for his family, for the free and enslaved residents of Haberdeventure, for the region, state, nation, and world.

Content

This theme focuses on the political and personal consequences of the Revolution. It interprets the specific story of Stone's rapid rise to national prominence from what a recent historian has called the position of an "otherwise ordinary gentlemen."

But this theme also encourages interpretation of more general stories that illustrate how the Revolution changed the lives of many others in the short and long term. When addressed thoroughly, this theme presents multiple perspectives. It helps audiences understand the demographics of revolutionary America and explores how different groups were affected in different ways. It looks at the impact of the revolution through the lives of individuals as well as the histories of regions, states, and nations.

Finally, this theme implies and encourages connections and comparisons to other peoples, places, and historical times.

Secondary Themes

Topic

Sense of Place

Theme Statement

Haberdeventure and colonial Port Tobacco illustrate the effects of geography and changing economic realities and offer tangible evidence of colonial and revolutionary era life in Southern Maryland.

Content

Haberdeventure/Port Tobacco will serve as a case study. By tracing both the evolving landscapes, including the silting of the Port Tobacco River, and the consequences of the American Revolution on the local economy, audiences can gain perspective on the fortunes of a variety of individuals on- and off-site. This approach provides insights into shifting patterns of global trade, evolving agrarian practices, and the impact and legacy of slavery and the slave economy.

The use of tangible evidence (i.e., archeology, documents, landscapes, archives) in the restoration of Haberdeventure represents the on-going quest for historical awareness. By directly examining physical artifacts, it connects the larger ideas of cultural memory and preservation to the lasting and enduring effects humans have had on the landscape.

The physical setting of Haberdeventure and other surviving tangible resources associated with Stone, provide insights into land use, personal property distribution, and preservation of historical evidence over time. They form the pieces of a puzzle that can be taken apart and re-assembled in order to create a picture of Stone's rural Southern Maryland environment.

This process of investigation helps audiences grasp the difficulties involved in historical research, and increases acceptance of multiple interpretations of the

past. It also can heighten interest in the continuing search for more information and pave the way for more research.

Topic

Symbolism

Theme Statement

Thomas Stone NHS, as a unit of the National Park System, provides opportunities to explore both the evolving symbolism of the Declaration of Independence and more directly our national regard for the signers, and reflects the nation's commitment to protect, preserve, and interpret the important places in our nation's history.

Content

This theme connects Thomas Stone NHS to the history and values of the National Park Service. It provides context for preservation and encourages audiences to explore other historical NPS sites.

This theme also adopts a wider historical perspective. It transcends the traditional and literal interpretation of buildings and landscapes by inserting Thomas Stone, as a signer, into discussions of shifting meanings and the evolution of patriotic ideas over decades and even centuries. It looks at the feelings, and even motivations, behind preservation (why preserve a signer's plantation?). This theme considers the "intellectual" as well as "physical" value of Thomas Stone NHS, and encourages exploration of some of the "myths" and "truths" associated with nation building (everyone enthusiastically supported the Revolution, everyone benefited from independence, etc.). The importance attached to those who signed the Declaration of Independence contributed to support for both the preservation of Haberdeventure and for legislation adding the site to the National Park System.

Additionally, the creation of the 1818 copy of the Declaration of Independence (now in the park's collection) illustrates growing veneration of the signers, and is among the first manifestations of national "myth-building."

Via this theme, audiences will gain a better understanding of how peoples and nations celebrate and preserve their past. By studying the signers and the Declaration of Independence, they will see how national symbolism takes shape.

See Appendix 3 for a graphic illustration of how the stories of Thomas Stone NHS flow from significance.

Audiences

Existing Audiences

In fiscal year 2003, total visitation for Thomas Stone NHS totaled 5,280. Ten special events sponsored by the site significantly influenced visitation accounting for roughly 20% of the site's visitors.

5-7 Year Focus

The intended audiences for interpretive programming can have an important impact on the interpretive programs and techniques recommended in this plan. In order to focus valuable resources of staffing and budget, workshop participants discussed both existing and potential audiences and suggested that the following groups should receive priority, in the order listed below, over the next 5-7 years.

1. Educators and their school groups (currently underserved)
2. Travelers on Route 301 (large numbers yield few visits)
3. Family groups who come to Thomas Stone NHS (need more programming to bring Haberdventure to life)
4. Residents living within a 60 mile radius, particularly residents of nearby cities (some visit but most do not)
5. The site's immediate neighbors, particularly residents of Charles, St. Mary's, and Calvert counties (some visit but others do not)
6. Minority groups, particularly African Americans, Latinos, Asians, and American Indians (currently underserved)

Other Audiences

Workshop participants identified many other important audiences. Although these groups did not seem to require the same immediate attention as those listed above, their interpretive needs should continue to be addressed whenever possible, given limited funding and staff.

Seniors (off- and on-site)

Audiences who enjoy special events

Organized history, theme-related groups

Scholars and researchers, local colleges and students

Tourism professionals

Recreational users, those who come to the site primarily for low impact recreation (hiking, bird watching, for example)

School children completing class assignments

Internet and web users

Bus groups

People who seek out national park sites

Genealogical researchers

Scheduled visits by organizations, scout groups, etc.

Desired Audience Experiences

In addition to the themes that the site hopes to communicate, it is important to think about the nature of contacts with targeted audiences, both those who come to Thomas Stone NHS and those who interact from afar via the Internet, print or electronic media, school programming, etc. What will the initial contact with the site be like? How will audiences be oriented? What activities and programs can the site provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What will create positive memories and nurture stewardship and support?

Orientation

A successful site experience begins with proper orientation. Interpretive programming will...

Build audience anticipation and shape realistic audience expectations. Audiences need to know what Thomas Stone NHS offers interpretively and be excited by the prospect of a virtual or on-site visit.

Provide the clear directions that are critical to both virtual and on-site audiences.

Offer choices that respect audience diversity and facilitate self-directed interaction with Haberdeventure.

Provide links to other sites that are geographically nearby or thematically related.

Encourage all on-site visitors to begin at the visitor center. See “Characteristics of Successful Visitor Centers” in Appendix 4.

Theme Development

Audience activities must reinforce not compete with the primary stories of Thomas Stone NHS. As a consequence, site interpretive programming will...

Help bring Haberdeventure to life and provide activities that engage all types of on-site audiences but families and school groups in particular.

Help audiences explore Thomas Stone’s worlds (Haberdeventure, Charles County, Annapolis, Philadelphia, etc.) and consider the many influences that may have led to the signing of the Declaration of Independence.

Help audiences grasp the serious consequences associated with Stone's decision to support independence and sign the Declaration of Independence.

Encourage audiences to explore opposing points of view on independence.

Visualize Haberdeventure in 1776, and consider how the changes that occurred over time altered the setting so familiar to Stone.

Explore the content, language, meanings, impacts, and relevance of the Declaration of Independence from multiple perspectives (class, race, and gender, for example).

Inspiration and Stewardship

Successful interpretation goes beyond education and entertainment. It elicits an emotional response and encourages responsible stewardship. In order to accomplish this action oriented goal, interpretive programming will...

Provide opportunities for audiences to reflect and contemplate the consequences for Stone after he decided to sign the Declaration of Independence

Provide opportunities for audiences to reflect and contemplate the consequences and impact of the Declaration of Independence on contemporary life.

Provide opportunities for the visitors to form their own emotional/intellectual connections to Haberdeventure and connect Thomas Stone NHS to the NPS mission and encourage stewardship of special places.

Provide opportunities for audiences to extend their "visit" by acquiring reading materials or reminders of the site and its significance.

Regional Goals

Prepared by the Northeast Region of the National Park Service, "The Road Ahead: A Strategy for Achieving Excellence in Interpretation & Education," identified goals designed to improve the quality of both interpretive and educational programming. The park's Comprehensive Interpretive Plan will support and implement these goals.

Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.

Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and lifelong learners recognize and use parks to enhance learning.

Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality educational “park experience” during their elementary and high school years.

Develop America’s Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, and globally.

Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Civic Engagement

At a workshop convened by NPS Northeast Regional Director Marie Rust, a group of mostly NPS staff discussed the implications of several recommendations of the National Park System Advisory Board contained in *Rethinking the National Parks for the 21st Century*. Specifically, the group recommended that the NPS develop interpretation, curriculum-based education, and other public programming that connect the heritage of the nation to its contemporary environmental, social, and cultural issues. Parks will serve as important centers for democracy and as places to learn and reflect about American identity and the responsibilities of citizenship.

Characteristics of Curriculum-Based Educational Programs

The most important targeted audience for Thomas Stone NHS, as identified by workshop participants, is educators and their students. A well planned

curriculum-based educational program, established in response to this audience, will have the following six characteristics...

The program must be relevant to the resource and address the site's interpretive themes. This way the program becomes mutually beneficial to both the site and the organized group.

The program must address the learning needs of the target audience. School districts in every state are addressing education reform. Teachers need to be sure that their time is spent on helping students achieve the state required standards for learning. The site needs to work with these standards to identify the connections between resources/themes and the standards of learning. This knowledge will help the site target the appropriate grade level or levels and help to again create a mutually beneficial program that meets both site and school needs.

The program needs to be developmentally appropriate for the target audience. A one size fits all does not work with organized groups, which are mostly school groups. It is difficult to develop a program that will meet developmental needs for grades 4, 8, and 11. A program that is too difficult will frustrate younger students; a program that is too simple will not be sophisticated enough for older students.

Many parks do not have the expertise on staff to address developmental needs and create appropriate materials and activities for students. Parks need to work with educational group leaders in the development and implementation of curriculum-based programs. Many parks have benefited from partnerships with individual schools or school districts in the development of the materials and activities for curriculum-based programs.

Curriculum-based programs extend learning beyond a single experience either in a park, on the Internet, or in an outreach program in a school. Pre-visit and post-visit activities extend learning and help to incorporate the park experience into the larger context of a site via study in the school classroom.

Evaluations need to be conducted both in the developmental and testing phase as well as in the full implementation phase. Parks need to know what works and what does not work. In developing a program, part of that development should focus on a plan for evaluating the program itself as well as the learning outcomes. To assist parks in evaluating their programs, they should look at *Assessing Parks as Classrooms®: A Model for Program Evaluation* and go on-line to review the *Social Science Surveys and Interviews in the National Park*

for the National Park Service: A Guide to NPS and OMB Approvals. Both of these tools will help parks think about why evaluation is necessary, what evaluation can inform, and how evaluation will help to improve a program.

For additional information about curriculum-based programs, parks can review *Programming for School Groups: an Interpreter's Guide.* In addition, Reference Manual 6 for DO 6 will have an Education Chapter.

Issues Affecting Interpretation

Thomas Stone NHS has many assets upon which it can build an effective interpretive program including an evocative sense of place, compelling story, supportive partners, and professional staff.

However, like any park it faces challenges as well. Depending upon program design, interpretation can build on the site's strengths to help solve park management problems and overcome obstacles to park/audience interaction.

So, in addition to the focused content, identification of targeted audiences, and delivery of certain types of audience experiences that are addressed elsewhere in Part 1, workshop planning sessions should consider the following issues and challenges, and seek interpretive solutions whenever practical.

Identity, Orientation, & Wayfinding

Thomas Stone is not a well known historical figure. Audiences have limited knowledge of the man and only vague expectations for Haberdeventure. Those who do decide to visit would benefit from additional wayfinding assistance.

Additional content is needed for Thomas Stone NHS's new visitor center. Both interim and long-range planning is needed to identify the role that the building will play in both orientation and theme development.

Working with partners, Thomas Stone NHS needs to determine a sustainable level of service to tourism in the tri-county area.

Visitation

Thomas Stone NHS is underutilized.

Facilities & Amenities

On-site facilities for gathering and interpreting to groups are limited, although added administrative space and a multi-purpose room are being planned.

Exterior access for the public to a restroom facility is an important visitor service concern.

Currently, to provide interpretive services for groups, including school groups and the general public, the entire park interpretive staff (2) is needed. That means that staff must either close the visitor center to provide interpretive services or deny the public access to the house to keep the visitor center (and restrooms) open.

Information, Documentation, & Research

Thomas Stone remains a mystery man. Background and biographical information about Thomas Stone is scattered. The materials that have been gathered need to be better organized to be more useful. Archeology on-site has been limited to sites of construction and the house complex. More archeology is required to further interpret cultural landscapes, describe the lives of all the people who lived at Haberdeventure, and guide future programming and development.

Interpretation would benefit from more information about a range of topics including: Stone's time in Philadelphia to attend the Continental Congress; the influence of Haberdeventure on Stone's public service; other influences on Stone (life in Annapolis and Stone's legal training, for example); and Haberdeventure's residents including family and enslaved workers.

The stories associated with Stone and the Declaration of Independence transcend Haberdeventure. They require knowledge of the national and international worlds of Thomas Stone.

Staff need to be able to place the Declaration of Independence into context and facilitate discussion of the origins as well as impacts of ideas contained in the document from multiple perspectives.

Interpretive Methods

Given the realities of staffing and budget, the role of personal vs. non-personal interpretive media needs to be determined.

Role of the Landscapes, Farm, and Furnishings

Since the inception of Thomas Stone NHS, the NPS has debated the interpretive utility of developing a working farm and displaying furnishings in the Stone house complex, particularly in light of proximity of the National Colonial Farm and the absence of objects with Stone provenance.

The current appearance of Haberdeventure reflects no single time period. The house complex has been restored circa 1900. Interior paneling in the house parlor accurately replicates the room's appearance during the Stone occupancy (the original paneling is preserved in Baltimore). With a few exceptions, furnishings are representative. Loans of additional items may be feasible, given compelling interpretive rationale. The farm and grounds have been largely preserved, not restored to a particular time period. In fact, most farm structures post-date Stone's occupancy creating a preservation patchwork.

Maintaining Focus

As with similar national historic sites (those with a lengthy chronology of land use, both natural and cultural resources, and pressures for primarily recreational facilities or programming) staff face a challenge of maintaining the interpretive focus on national significance.

Recreation

Haberdeventure is conducive to certain types of low impact recreation—hiking and bird watching, for example. Staff needs to assess the potential for recreational use and decide what level of resource allocation is appropriate given the purpose, significance, and intrinsically important resources of Thomas Stone NHS.

Available Funding, Staffing, & Partnerships

All national parks face a future of limited budgets and paid staff rosters.

Partnering opportunities and creative management are essential to sustain basic interpretive services. Yet successful partnering requires careful coordination of partner and NPS goals. Staff must devote scarce hours to communicating NPS mission to all partners.

Political Interest

Thomas Stone NHS continues to be of interest to area politicians. Future support demands appropriate response to past assistance. Planning needs to be discussed widely to generate interest and support.

Accessibility

The second floor of the house might be available for public use in the future. Given the challenges of physical accessibility and unmet interpretive needs, what use might be feasible?

NPS policy mandates that interpretive programming be developed in accordance with Director's Order 42 and the Harpers Ferry Center programmatic accessibilities guidelines in Appendix 5.

Community and Regional Interests

Members of the local community see Haberdeventure as a location for weddings, and other non-theme related special events (concerts, banquets, meeting space, etc.).

Lack of Tangible Resources Relating to the Primary Significance and Themes

The current physical make up of the site's resources has little to do with the signing of the Declaration of Independence, reconstructed buildings including the main house were not rebuilt to the period of national significance.

Part 2

Actions

Description of Interpretive Action

Organization

After reviewing the contents of Part 1, park staff identified the following areas of focus for the next 5-7 years. These are important areas that have not been fully addressed in the past.

Audiences: Educators/students;
Families with children;
Minority groups

Issues: Site/NPS identity, wayfinding, and orientation to the site;
Orientation and interpretation at the visitor center;
Interpretation for those who use the site primarily for recreation;
Interpretive uses for currently underutilized facilities

Themes: Additional interpretation of primary themes

Experiences: Additional hands-on, discovery activities;
Connections to other attractions in the region

The actions that follow (see entries marked with bullets) are designed to address these areas of focus. Many actions address more than one area.

Use of Space

Two parallel trends have inserted space planning into this interpretive document. First, as the park has developed, additional space has become available for use by staff and/or the public. Second, as this planning process defined topics like themes, audiences, issues, and experiences, new interpretive programming needs have surfaced, including some that require physical space.

Rather than address the confluence of available space and projected programming in a piecemeal fashion, a comprehensive discussion is needed.

- Convene a work group to discuss interpretive programming (and administrative) space needs.
- Discuss strategies for providing discovery experiences at the site. Specifically, will there be a single discovery area, or will discovery be integrated into the on-site experience in more than one or several places? Will staff be needed for discovery activities, will on-site visitors engage in

discovery on their own (with appropriate introduction to the possibilities), or will there be some combination of staff and visitor-directed activities?

- Pair space needs with available locations. Prepare a short (3-5 page) document, signed by the Superintendent, that summarizes the decisions.
- Identify additional actions needed to implement the decisions made, and add them to a revised LRIP Action Plan.

Educators and Students

A broad consensus of the NPS staff and stakeholders who attended Workshop 1 felt that interpretation over the next several years should focus on programming for local educators and their students. Based on existing contacts, the NPS decided to focus initially on Charles County schools.

To assist in developing realistic actions to serve this important audience, the NPS invited additional educators from Charles County to participate in Workshop 2. The following actions emerged from those discussions.

In General

Over the next 5-7 years, the educational program of Thomas Stone NHS will focus on developing:

A lesson plan that corresponds to the skills and U.S. history taught in the 5th grade in Charles County.

A lesson plan that corresponds to the skills and U.S. history taught in the 8th grade in Charles County.

Opportunities for advanced placement students in 10th grade U.S. history classes and 12th grade government classes in Charles County, particularly at Thomas Stone High School.

New elements for educators and students on the website of Thomas Stone NHS.

Working cooperatively with Charles County educators, NPS staff will...

- Provide local educators with statements of significance and primary themes, and discuss the NPS approach to curriculum-based education program (see Part 1—Significance, Primary Themes, and Characteristics of Curriculum-Based Education Programs).

- Develop materials that provide local educators with basic orientation to Thomas Stone NHS and its resources, including a short biography of Thomas Stone and an overview of the history of Haberdeventure.
- County educators will share the school district's "pacing" guide with NPS staff. This guide, which links content and skills to grade level, will help mesh school curriculum with site significance and primary themes.

For 5th Grade (Highest Priority)

Working cooperatively with Charles County educators, NPS staff will...

- Immediately review existing 5th grade lessons and revise them as needed to meet the curricular needs of the schools and the thematic and experiential goals of the NPS.

A consensus of workshop participants felt that the site-related lesson developed for the 5th grade must facilitate use by a mix of "educators," i.e., teachers and NPS staff plus chaperone and student self-discovery. An on-site visit (likely four hours in length) with ranger contact was considered critical to a 5th grade lesson. Given the relatively intimate spaces inherent in site facilities (the visitor center and house), several "venues" will be needed so large groups can be divided.

In addition to materials that orient educators to the site, staff and school educators need to develop pre- and post-visit materials along with tools for evaluation that meet the needs of both the schools and the NPS.

Lesson development will include field tests and adjustment as needed.

- Develop a sheltered on-site space(s) where groups can gather, learn, and eat lunch in inclement weather.
- Develop a space(s) at the site where groups can participate in hands-on or discovery activities.
- Provide adequate rest rooms in the vicinity of the visitor center.
- Discuss security plans with schools that require emergency information prior to approval for on-site visits.
- After the lesson is developed, introduce it and the Thomas Stone NHS at in-service days and meet with team leaders and administrators as appropriate.

For 8th Grade (Next in Priority)

Working cooperatively with Charles County educators, NPS staff will...

- Develop an 8th grade lesson plan to meet the curricular needs of the schools and the thematic and experiential goals of the NPS.

The 8th grade lesson will be more student-centered and analytic. It might, for example, adopt an investigatory case study approach, develop questions and answers on both the NPS and school websites, or facilitate “chats” with subject matter experts via the Internet.

8th grade students also would benefit from an on-site visit, but logistics are more complicated and the lesson developed should not assume a field trip. Instead, it should have both on- and off-site options.

For Advanced Placement Students (Next)

Working cooperatively with Charles County educators, NPS staff will...

- Facilitate access to subject matter experts. For example, either NPS staff or other speakers could be invited to talk, in the schools or at Thomas Stone NHS, about primary themes or site resources. Web access could be an added plus, or alternative to an in person visit.

To be useful for the schools, contacts/programs must be planned two-four months in advance. November and December are the best times in the school calendar for these types of programs.

Website (Concurrent with Other Lesson Development)

Working cooperatively with Charles County educators, NPS staff will...

- Adjust the site’s website to include:

A link from the county school district’s website to the site home page

Lessons as they are developed and ready for use

Descriptions of theme- and site-related resources available for educators

A virtual tour of Thomas Stone NHS

An explanation of visiting logistics, including reservation instructions

An evaluation form to be used following a visit

NPS staff and local educators also should track possible cooperative programming in several other areas:

For 9th Grade (When Appropriate)

Working cooperatively with Charles County educators, NPS staff will...

- Since Charles County is working on an initiative to integrate the Internet into school curriculum, both county educators and NPS staff should be prepared to take advantage of possibilities that surface, particularly with 9th grade students studying government.

1st and 2nd Grades (When Appropriate)

Because 1st and 2nd grade classes learn about family and community, materials developed for other grades might be adapted for use by teachers of these young students. NPS staff and their contacts with the Charles County school district will...

- Keep these 1st and 2nd grade teachers informed as new lessons evolve and site discovery spaces are developed.

Orientation and Interpretation in the Visitor Center

Wayfinding

In order to help visitors locate Thomas Stone NHS, NPS staff will...

- Evaluate the location and content of highway and entry signs for the site. In particular, does the wording on the site sign that directs visitors to the visitor center or disabled visitors to the house complex need to be altered to avoid confusion and present a more welcoming introduction?

Because Thomas Stone NHS already has funding to expand the existing footprint of the visitor center, planning for the interior is an immediate and critical need. Specifically, NPS staff will ...

Audiovisual Program

- Continue to use the existing eight-minute audiovisual program as basic orientation to Stone and Haberdventure.

Orientation

- Help to develop media that will orient on-site visitors to Thomas Stone NHS and Southern Maryland.

Media content will explain what the site has to offer visitors, and briefly introduce each of the identified themes.

It also will place the site into immediate geographical context by referring to theme-related attractions in Southern Maryland.

Information about other regional attractions will be available, but not necessarily on display.

Interpretation

- Help to develop interior media that will interpret two stories in greater detail.

1. The worlds of Thomas Stone.

Exhibits will place Stone, Haberdeventure, and Southern Maryland into the political, social, and economic context of the late 18th century. Visitor center media will set the national and regional scene and entice visitors to continue on to explore the immediate environment of Stone's Haberdeventure.

2. The significance and consequences of the Declaration of Independence.

Exhibits will encourage visitors to explore the Declaration of Independence's language and ideas. At the outset, visitors to Thomas Stone NHS need to understand what Stone signed. They also need to be introduced to the serious risks associated with signing. Once again, visitor center media will set the stage for the more personal perspectives represented by a cross section of Haberdeventure's residents, free and enslaved.

In the long term, NPS staff will consider moving the 1818 copy of the Declaration of Independence that is in the site's collection to a controlled environment in the visitor center. This authentic document, given to the Stone family originally, provides a tangible link to the less tangible ideas contained in the document. It would be an exciting starting point for other media that explore the language as well as the symbolic importance of the Declaration of Independence and creation of Thomas Stone NHS.

- When planning new media for the visitor center, NPS staff should consult the desired audience experiences (see Part 1) as well as the characteristics of a successful visitor center (see Appendix 4) and share them with designers.

While waiting funding and production of permanent interpretive exhibits focused on these two topics, NPS staff has installed temporary exhibits.

Desk

- Reassess the function, size, and location of the visitor center desk in relation to overall visitor center space use and new media development. Insure that the desk contributes to the overall welcoming atmosphere that is desired, and that it functions well with the new staff office (part of the planned building expansion) and possible relocation of sales.

Sales

- Reassess the location of sales in relation to new spatial arrangements and new media development.

Multi-Purpose Room

The multi-purpose room that will be added to the visitor center, when equipped with movable seating, will have many uses including: lectures; meetings; room to show audiovisual programs; and storage for educational props and other portable interpretive materials.

In order to be most useful for educational programming, the room will be flexible enough to be transformed into a learning environment that feels quite different from a classroom. NPS staff will...

- Meet with teachers (and students) to solicit input on the design of this educational environment.

Hands-on/Minds-on Area

- During space meeting discussions, consider use of visitor center space (perhaps the multi-purpose room) for a hands-on/minds-on discovery area that offers tactile and interactive theme-related exhibits. Develop activities that focus on decision-making or the act of signing the Declaration of Independence—both closely connected to primary themes. Develop activities that encourage visitors to read the Declaration of Independence carefully or activities that present the primary themes from more than one perspective.

Marketing

- After many of the actions included in this plan are completed, consider new ways of marketing that will assist with orientation to the site and promotion of

local tourism. Consult with regional tourism professionals in developing a marketing plan.

- Continue to explore partnerships with other historical attractions in the region. Consider joint promotions, connected tours, etc.
- As new educational programming is completed and field tested, work with Charles County schools to introduce the lessons to educators, and develop ways to invite the families of participating students to come to the site.
- Adjust the site's website to appeal to targeted audiences, specifically families with children, regional residents, travelers along the Route 301 corridor, minority groups, and seniors.
- Use milestones in the completion of visitor center expansion and media development to "reintroduce" Thomas Stone NHS to regional residents. Prepare media releases, hold special events, and offer behind the scenes previews to local opinion leaders (civic leaders, politicians, news organizations, historical association members, etc.).

Accessibility

- NPS staff will refer to the Programmatic Accessibility Guidelines (see Appendix 5) developed by Harpers Ferry Center in planning interpretive programming for the interior of the visitor center, and for all other aspects of the site's interpretive programming.

On-site Interpretation Beyond the Visitor Center

As on-site visitors prepare to leave the visitor center, they will be invited to explore the Haberdeventure world of Thomas Stone with focus on the 1771-1783 period of Stone ownership.

Personal services will continue to play a critical role in this aspect of the site's interpretive programming.

- All staff (paid and volunteer) will develop formal tours and informal roving strategies that use Haberdeventure (graves, house complex, and 18th century history of plantation land use and residents) to address site significance and primary themes.

Grounds of Haberdeventure

NPS staff also will...

- Develop a self-guided “tour” of the site that includes a map of those areas of the plantation that help visitors grasp the primary themes. Staff will first decide on the format of this “tour,” a print piece vs. an audio program, for example, and insure that it supplements rather than duplicates the site’s unigrad brochure. Content will be thought provoking not simply informational. It might include suggestions for tactile, hands-on experiences.
- Consider a limited number of wayside exhibits. As a first step, staff will prepare learning objectives for topics that are directly related to on-site resources. For example, wayside exhibits might interpret the graves, the changing landscapes of Haberdeventure, and the appearance of the house complex. Ensure that wayside content is connected to themes.
- As a way to better serve families with children, complete the Junior Ranger program under development. Insure that activities are connected to themes.
- Consider a theme-related trail. For example, gather information on historic traces including the route to Port Tobacco. Use this information, if possible, to develop a trail inside park boundaries that sheds light on Haberdeventure during Thomas Stone’s ownership and suggests connections to the regional world.

The House Complex

At the house complex, personal services as well as supplementary media will present the primary themes from multiple perspectives including the nature of slavery and the impact that the Declaration of Independence and Revolution had on the enslaved.

To that end, NPS staff will use the house complex to interpret primary themes by...

- Continuing to provide talks in the entry hall, parlor, and bedroom. These rooms provide tangible connections to the primary themes that address influences (like family and the agrarian slave economy) and consequences (like the post-Revolution fortunes of the Stone’s, of Haberdeventure, and of the regional economy).
- During space meeting discussions, consider several possible spaces in the house complex (east and west wings and west hyphen) for an additional hands-on/minds-on space. A readily available self-discovery installation (or installations) will help communicate with several targeted audiences (families with children, minorities, and educators and students) and will serve as an enticement to the house.

Items chosen for a discovery area or areas and activities designed to promote interactivity will encourage visitors to explore further the immediate Haberdeventure world of Thomas Stone. In discovery space(s), visitors will be challenged to think about the lives of different residents of Haberdeventure, including those Stone held in slavery. For example, carefully selected “props” supported by interpretive exhibits might focus on—work, education, travel, children, social life, and diet/food preparation. Did the Declaration of Independence and the Revolution affect those living at Haberdeventure in any of these aspects of everyday life? Comparisons and contrasts might be instructive in assessing the true scope of “liberty” in 18th century America. The ideals of the Revolution might be juxtaposed with the realities of plantation life in Southern Maryland.

A new self-discovery space(s) will be flexible so that different topics can be addressed depending on audience interest or interpretive emphasis. Flexibility, however, requires storage, and possible intergenerational audiences require limited seating.

- If the decision is made to use the west wing or west hyphen for self-discovery, artifacts now on display might be moved to the refurnished rooms in the house, into conditioned environments in the visitor center, or placed into storage.
- Following a decision on a location for new self-discovery space(s), staff will reconsider visitor flow through the house complex. Factors to consider include physical accessibility and the continuity of personal services tours. Also, since guests of the Stones would have entered via the front door, staff should consider providing a similar entry to visitors.

Since the second floor of the house is not ADA accessible, and since no unmet interpretive needs surfaced during planning discussions, there are no plans to develop interpretive programming for the upstairs rooms in the house. However, those spaces should be included in space planning discussions.

Interpretation for Visitors Who Arrive in Groups

Although it is premature for the NPS to encourage large numbers of group visits (development of the visitor center and interpretation for the grounds should come first), some bus groups do arrive. To better serve these audiences, NPS staff will...

- Design an alternative on-site experience that uses the visitor center, new materials developed to interpret the grounds, and the house complex to distribute large groups.

- After the site’s interpretive media are more fully developed, host “fam” tours with tourism professionals so they understand what Thomas Stone NHS offers.

Additional Interpretive Media

Publications

In order to address the secondary theme related to symbolism and the creation of the Thomas Stone NHS, NPS staff will...

- Prepare a “site bulletin” that explains the origins of the site and includes a timeline of preservation and development.

Audiovisual Program

In order to more fully interpret the short and long term consequences of the Declaration of Independence and Revolution, NPS staff will...

- Seek funding for and assist in the development of an additional audiovisual program.

Special Events

In order to provide more programming for families with children, particularly those who live in the region, NPS staff will...

- Evaluate existing special events and add more family-related activities, if appropriate.
- Experiment with additional special events linked to the site’s primary themes. For example, consider programs that include a reading of the Declaration of Independence. Use music, drama, puppets, games or historic children’s activities, evening programs, food, or some combination.
- Send invitations to families via schools.

Recreation

As demands for recreational opportunities increase in the region, Thomas Stone NHS will become a desirable location for hiking, biking, bird watching, etc. In order to be proactive about these pressures for recreation, NPS staff will...

- Adopt the position that non-consumptive, low impact recreational use is allowed, but will not be promoted via NPS-sponsored programming or NPS developed facilities.
- If appropriate tourism partners ask to use the site, NPS staff will ensure that the significance of Thomas Stone NHS is evident to all participants.

Research & Collection Needs

Since Thomas Stone is sometimes called “the elusive signer,” there is much unknown about him. Specific research and collection projects, however, might reveal additional information that will help in the development of interpretive programming. To support the interpretive actions included in this plan, NPS staff will...

- Reiterate the need for an archeological overview and assessment. (This PMIS project is funded for FY06) Staff are particularly interested in what archeology can reveal about land use, about the slave economy of Haberdeventure, about the lives and final resting place of those held in slavery on Haberdeventure, and about historic traces within the boundary of the site.
- Initiate a project designed to explore Stone’s political service in the early years of the Revolution (as a member of the committee of correspondence), in the Continental Congress, and in the Maryland state legislature.
- Initiate a project (either separate from or in conjunction with the political service project) that explores Stone’s legal training, the influences that training may have had on his Revolutionary stance, the legal cases in which he participated, and what these cases might reveal about his attitudes on personal liberty and government.
- Gather information that will support the proposed self-discovery activities.
- Review the content and significance of news clippings and personal papers owned by Richard and Beverly Stone and recently (10/2004) shared with NPS staff. Determine the conservation needs of this collection

Staffing & Training Needs

Staffing

Currently

The park shares a Superintendent, Chief Ranger, and Resources Manager with George Washington Birthplace National Monument. On-site staffing includes: a GS-11 Supervisory Park Ranger; a GS-9 Park Ranger; a GS-5 Park Ranger; part time GS-4 Park Rangers totaling .8 FTE; and volunteers.

The park is open five days a week from Labor Day to Memorial Day, and seven days a week from Memorial Day to Labor Day.

Two intermittent GS-4 Park Rangers are employed on an “as needed” basis to cover special events, school groups, etc. One full time GS-4 seasonal is employed between Memorial Day and Labor Day.

Full Development

When the park is fully developed, and the actions contained in this plan are implemented, the park will need the following on-site staff: a GS-11 Supervisory Park Ranger; two GS-9 Park Rangers; part time GS-4 Park Rangers totally 1.3 FTE; and volunteers.

- As visitation and use change, and additional facilities (an expanded visitor center, for example) are available, the park will reassess the need for a seven-day operation year round.
- Increased visitor use, including new special and family-oriented events and more visitation by school groups, will require an increase in the FTE available for GS-4 Park Rangers. The current level of .8 FTE will increase to 1.3 FTE.
- The additional planning and media development needs suggested in this plan, as well as the increased emphasis on educational programming imply the need for a second GS-9 Park Ranger.

Training

In order to implement the actions included in this plan, the park will...

- Actively seek appropriate training for staff involved in maintaining the park’s website.

- Actively seek appropriate training for staff who will assist with or provide interpretive writing, planning, and design.

Action Plan

Key:

Supt. = Superintendent

CR = Chief Ranger

SPR = GS-11 Supervisory Park Ranger

PR = GS-9 Park Ranger

RM = Resources Manager

Schools = Charles County School Educators

ONPS = Operating funds for the park

Actions to Address Educators & Students

Action	Who?	FY05	FY06	FY07	FY08	FY09+...	Funds
Initial meeting with county educators	SPR	Done					ONPS
Develop basic orientation materials	SPR	Done					ONPS
Educators share pacing guide	Schools	Done					ONPS
Review, revise 5 th grade lesson	SPR with Schools	X	X				ONPS
Develop on-site sheltered space	Supt.					X	Unfunded
Develop on-site discovery space(s)	SPR			X			Unfunded
Provide rest room solution	Supt.					X	Unfunded
Discuss security plans	SPR	X					ONPS
Attend in-service days			X				ONPS
Develop 8 th grade lesson				X			ONPS
Facilitate access to experts	SPR			X			ONPS
Adjust site homepage	SPR	X					Training unfunded
Develop materials for 9 th grade	SPR				X		ONPS
Keep 1 st & 2 nd grade teachers informed	SPR					X	ONPS

Actions to Address VC Orientation & Interpretation

Action	Who?	FY05	FY06	FY07	FY08	FY09+...	Funds
Evaluate signs	CR & SPR	X	X				Purchase Install Unfunded
Continue use of AV		X	X	X	X	X	ONPS
Assist with new orientation media	CR			X			Unfunded
Assist with new interpretive media	CR	Temp.		Perm.			Unfunded
Consult desired audience experiences when planning	CR	Temp.		Perm.			ONPS
Reassess function and location of VC desk	SPR	Done					ONPS
Reassess location of sales	SPR	Done					ONPS
Discuss learning environment with educators	SPR		X				ONPS
Discovery area for VC	Supt. & CR	Consider		Plan?			Unfunded
Improve marketing	PR & Partners	X	X	X	X	X	Unfunded
Continue to explore partnership with area attractions	SPR	X	X	X	X	X	ONPS
Promote site via schools and student families	SPR & PR	X	X	X	X	X	ONPS
Adjust website for targeted audiences	SPR	X	X	X	X	X	ONPS
Use VC milestones to promote locally	SPR	X	X	X	X	X	ONPS
Use accessibility guidelines when planning	Supt.	X	X	X	X	X	ONPS

Actions to Address Interpretation beyond the VC

Action	Who?	FY05	FY06	FY07	FY08	FY09+...	Funds
Insure personal services are theme-related	SPR	X	X	X	X	X	ONPS
Develop self-guided tour, consider waysides & self-guided theme trail(s)	CR			X			Unfunded
Complete Junior Ranger program	SPR		X				Unfunded
Continue talks in refurbished rooms	SPR	X	X	X	X	X	ONPS
Consider space(s) for discovery area	Supt. & CR	Consider		Plan?			Unfunded
Move artifacts as necessary	RM			X			ONPS
Reconsider visitor flow in house complex	SPR	X		X			ONPS
Design alternative experience for large groups	SPR				X		ONPS
Continue to explore cooperative programming	SPR	X	X	X	X	X	ONPS
Host "fam" tours	SPR				X		ONPS

Participants

Dr. Vivian Belcher, retired educator, Charles County Retired Teachers Association
Annmarie Buckley, Accokeek Foundation
Paulette Clay, Crain Memorial Welcome Center
Lea French Davis, Thomas Stone National Historic Site
Kathy Dilonardo, National Park Service, Philadelphia
George Dyson, Charles County Historical Society
Danny Fluhart, Dr. Samuel A. Mudd Society, Inc.
John Frye, George Washington Birthplace National Monument
Cathy Hardy, Charles County Planning
Lester Harvey, Thomas Stone National Historic Site
Veronica Harvey, Thomas Stone National Historic Site
Scott Hill, Thomas Stone National Historic Site
Elizabeth Hoermann, Education Specialist, Northeast Center for Education Services, NPS
Rosellen Houser, Charles County Public Schools
Rijk Morawe, Thomas Stone National Historic Site & George Washington Birthplace National Monument
Vidal Martinez, George Washington Birthplace National Monument & Thomas Stone National Historic Site
Steven McCoy, Thomas Stone National Historic Site & George Washington Birthplace National Monument
Andrew Packett, George Washington Birthplace National Monument
Tom Pike, Thomas Stone National Historic Site
Jennifer Pitts, Southern Maryland Studies Center
C. Wayne Sanders, George Washington Birthplace National Monument & Thomas Stone National Historic Site
Stephanie Sferra, Charles County Office of Tourism
Maralee Shoemaker, Social Studies Teacher (middle school), Charles County Board of Education
Christine Smith, Thomas Stone National Historic Site
Dorothea Smith, African American Heritage Society
Beverly Stone, Stone Family Representative
John Storke, George Washington Birthplace National Monument & Thomas Stone National Historic Site
Vickie Stuart, George Washington Birthplace National Monument & Thomas Stone National Historic Site
Seth Swank, Thomas Stone National Historic Site
Lizzie Turley, Elementary School Teacher, Charles County Board of Education
Kay Volman, Charles County Historic Trust Commission
William Waddell, Social Studies Teacher, Charles County Board of Education
Jack Warren, Society of the Cincinnati

Ron Thomson, Facilitator & Writer, Compass

Appendix 1

Public Law 95-625, Section 510

- (a) The Secretary is authorized to acquire by donation, exchange, or purchase with donated or appropriated funds, the Thomas Stone home and grounds, known as Habre-de-Venture, located on Rose Hill road near La Plata in Charles County, Maryland, for establishment as the Thomas Stone National Historic Site.

- (b) The national historic site shall be established by the Secretary by the publication of notice to that effect in the Federal Register at such time that he determines he has sufficient ownership to constitute an administrable unit. After such publication, the site shall be administered by the Secretary pursuant to the provisions of this section and the provisions of the Act of August 25, 1916 (39 Stat. 535), as amended and supplemented (16 U.S.C. 1 et seq.), and the Act of August 21, 1935 (49 Stat. 666; 16 U.S.C. 461-467).

- (c) To carry out the purposes of this section, there is hereby authorized to be appropriated not to exceed \$600,000 for the acquisition of lands and interests therein and not to exceed \$400,000 for development.

Approved November 10, 1978

Appendix 2

Layers of Significance

In addition to the national significance cited in the body of this plan, other layers of site history have been noted.

Stone's political life pre- and post-dated the Declaration of Independence. While a member of the Continental Congress, he helped to draft the Articles of Confederation, our first national constitution, and worked behind the scenes to convince Maryland to ratify and join the Confederation. At the state level, Stone served in Maryland's Senate and became a well-known lawyer.

The history of the farm at Haberdeventure is representative of a mid sized 18th tidewater plantation struggling to be profitable in an economy dependent on enslaved workers and often nutritionally exhausted soils.

Although fire destroyed much of the central core of the house in which Stone live while at Haberdeventure, interior paneling survived because it had been sold to the Baltimore Museum of Art. The sale and survival of the paneling allowed the NPS to accurately reproduce the parlor woodwork.

Even in its fire-damaged state, the house contains architectural elements of interest to students of regional architecture, in particular its unusual, irregular five-part floor plan.

Appendix 3

Graphic Illustration of Significance and Themes

Thomas Stone as a signer of the Declaration of Independence

The influences that led Stone to decide to sign: family and home, social position and class, professional training, etc.

What he signed: the contents of the Declaration of Independence and the ideas it contains. Why was the Declaration of Independence written? How was it organized? Where did the ideas come from? What political philosophies did it reflect?

The impact of the Declaration of Independence and the Revolution viewed from varied perspectives: Stone and his family, other free and enslaved members of the Haberdventure community, Maryland, the U.S., the world.

Haberdventure and Port Tobacco as case studies. The effects of geography and changing economic realities in colonial and revolutionary era Southern Maryland.

The changing symbolic meaning of the Declaration of Independence and signers. National creation mythology, changing attitudes on historic preservation, and creation of Thomas Stone NHS.

Appendix 4

Characteristics of Successful Visitor Centers

Since additional development of Thomas Stone NHS's visitor center will fall within the 5-7 year life of this LRIP, staff should consider the following list of characteristics common to successful visitor centers. The enhanced site facility will...

Be easy to find, accessible to common forms of transportation, well publicized, well signed, and enticing from the exterior.

Make visitors feel welcome and address normal needs for physical comfort.

Be staffed by national park service rangers.

Allow visitors to find information about interpretive media, programs, and activities quickly. It will clearly present options for basic, in-depth, and accurate information, and suggestions for visiting efficiently and coherently, including self-guided options.

Integrate basic information that helps visitors establish context and answer commonly asked visitor questions about Thomas Stone and his connections to Haberdeventure and the Declaration of Independence.

Give the visitor an appropriate degree of control over the pace and extent of the on-site visit.

Present primary stories in a variety of ways that acknowledge different learning styles including interactive, hands-on interpretive media, carefully designed to reinforce the site's themes.

Use AV effectively by focusing on dynamic stories with emotional impact.

Display three-dimensional objects, including some that are "authentic," with direct links to interpretive themes.

Provide access to the contents of primary sources like letters, diaries, news reports, and photographs in order to humanize the past and provide entrée into human emotions.

Help visitors envision another time and place.

Help visitors answer the “so what?” question by exploring the legacy and continued relevance of the Declaration of Independence.

Encourage thought and analysis of park themes, perhaps by stressing human emotions and personal stories or by following a process linked to park themes.

Provide opportunities for visitor dialogue, feedback, reactions, questions, and shared knowledge.

Provide materials (publications, AV, reproductions) that follow-up and extend the on-site experience.

Suggest links to theme-related sites, particularly in the tri-county region, encourage and facilitate visitation to these sites, and provide visiting information.

Provide disabled people with access to all facilities and interpretive content (see Appendix 5 for programmatic accessibility guidelines).

Appendix 5

Programmatic Accessibility Guidelines for Interpretive Media

All new interpretive programming will be developed according to the "Guidelines for Interpretive Media" finalized in June 1996 by the Accessibility Task Force at the NPS's Harpers Ferry Center.

Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The Approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

Guidelines Affecting Mobility Impaired Visitors

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visually Impaired Visitors

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

Guidelines Affecting Hearing Impaired Visitors

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.

5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest rooms elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.

2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

Historic Furnishings

Historically refurbished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In planning and design, furnishing inaccessible areas, such as upper floor of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Hearing Impaired Visitors

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

Guidelines Affecting the Learning Impaired

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

Publications

A variety of publications are offered to visitors, ranging from park folders which provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available. In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

Guidelines Affecting Mobility Impaired Visitors

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18 point type.
3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

Guidelines Affecting Hearing Impaired Visitors

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

Wayside Exhibits

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site “interpreters,” it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the feature they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Mobility Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile sites the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibits sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Hearing Impaired Visitors

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Learning Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.