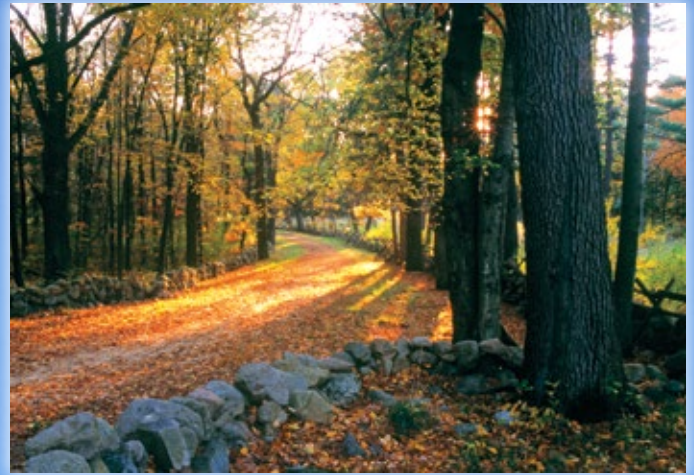




Minute Man National Historical Park Long-Range Interpretive Plan

May 2015



Cover Photographs: Background – The Minute Man Statue. Top Right – Bloody Angle on the Battle Road Trail, Middle Right – Colonial Reenactors fire to demonstrate the North Bridge Fight, April 19, 2015, Bottom Right – Grade 3 students muster in “Rebels, Redcoats, and Homespun Heroes.”
Photo Credits: The Minute Man Statue and Bloody Angle Photographs © Richard Cheek; Grade 3 Students by Jim Higgins.

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Executive Summary

This Long-Range Interpretive Plan (LRIP) outlines recommendations for future interpretive services, facilities, media, and community relationships. During the planning process, an interdisciplinary team of NPS staff, stakeholders, and partners met in October 2014 to review the park's Foundation Document including purpose, significance, and interpretive themes. Workshop participants discussed existing and target audiences, obstacles to interpretation, management goals, and desired audience experiences. A Recommendations Workshop, also held in October 2014, identified recommendations to achieve interpretive goals.

The recommendations in this plan build on decades of successful interpretation including a strong volunteer program, multiple partners, refined living history programming, and a signature event—a multi-day commemoration of Patriot's Day that includes park-presented and park-hosted events by partners. This event is only possible because of a carefully developed network of stakeholders and volunteers.

While purpose, significance, and interpretive themes are clearly presented in the park's Foundation Document, this LRIP explored ways that interpretation can advance management goals, reach targeted audiences, and provide opportunities for certain desired audience experiences.

The most important recommendations include:

- Emphasis on experimenting with a variety of techniques including the Internet, social media, and mobile apps for orientation and wayfinding. The intent is to identify appropriate, cost effective, and sustainable ways to shift from outdated traditional techniques (lots of publications and unchanging exhibits for example)

toward self-service, visitor-controlled options.

- Outreach to targeted audiences including educators, online audiences, families, and local communities/partners.
- Opportunities to mainstream new scholarship into the park's interpretation, specifically information on Patriots of Color and Slavery on the Bay Road.
- Increased emphasis on the interpretive potential of the park's "witness houses" that existed in 1775. The LRIP includes a summary of the role that each house can play in exploring the park's themes and how the collection of houses can be used to enrich and humanize the park's themes. The plan suggests creating "clusters" of interpretation—locations where several of the essential elements of a visit (explanation of context, a battle site, a daily life/living history venue) can be grouped for more effective interpretation and visitor exploration. Additional recommendations suggest how these clusters can be connected into a seamless park experience, used to engage audiences in dialogue, and serve as a tool for expanding partnership networks.
- Revitalized interpretation of The Wayside: Home of Authors. Several recommendations suggest ways to use emerging technologies to strengthen ties to primary themes. Workshop participants agreed that a traditional historic house tour with Lothrop-era furnishings would not address the challenges and opportunities associated with interpreting The Wayside. As an alternative, park staff will experiment with other interpretive techniques including reorganized media in the barn, writing programs, theme tours, furniture vignettes rather than fully furnished

rooms, landscape interpretation, and facilitated dialogue. Several of these alternatives might be web-based.

- Given the importance of Barrett Farm’s association with April 19, interpretation of the property adds a significant chapter to the overall interpretive story. The interpretive tools chosen will be a mix of media specific to the site’s important stories, existing documentation, and space limitations. Interpretation will experiment with emerging technologies, gather additional content, and explore long-term options. Even at this early stage of planning, obvious limitations make it unlikely that those options will include furnishing the Barrett House. Other interpretive media offer more opportunities to interpret the house in flexible, compelling ways that appeal to 21st-century audiences.
- Given a commitment to offering audiences opportunities to explore the events of April 19 from multiple points of view, the park will continue gathering well-researched information and data; build a network of groups or individuals interested in mainstreaming interpretation of women and African Americans; expand the network of partners already involved with interpreting similar stories; train staff and volunteers; and experiment with programming that explores diverse perspectives using nimble, emerging, and web-based media.

The LRIP Action Plan shows the specific actions that the park will take to implement the recommendations. As a five-year plan, this LRIP should be viewed as a bridge between traditional and still-evolving interpretive media. It should be updated annually and used for annual planning and accountability within the division.

Park staff used the following criteria to prioritize the actions:

- Biggest impact first.
- Use of digital/social media and non-personal services including dedication of a greater proportion of staff time to digital and web development.
- Investment in new interpretive techniques, developing content for new media, providing more self-directed learning opportunities for visitors, and taking interim steps to position the park for robust use of 21st-century interpretive techniques including support for interpreters seeking 21st-century interpretive skills.
- Investment in education, on-site and distance learning programs for students, youth projects, and professional development for teachers.
- Projects that match the mission and capabilities of willing partners, expand networks, and engage communities.
- Opportunities for visitors to recognize the park as part of the NPS and have a safe visit.

Middlesex County 4-H Fife and Drum Corps, Concord’s Patriots’ Day Parade at North Bridge.





Samuel Prescott, Minute Man Visitor Center Exhibit. Photograph by Jim Higgins

Introduction

About Interpretive Planning

This Long-Range Interpretive Plan (LRIP) outlines recommendations for future interpretive services, facilities, media, and community relationships. During the planning process, park staff, partners, and stakeholders developed a comprehensive strategy to connect the resources and stories of a park with experiential, educational, and recreational opportunities for specific target audiences. The goal is to promote park resource values through purposefully planned audience experiences.

The plan identifies park themes, describes audience experiences, and recommends a wide variety of personal and non-personal interpretive services and community involvement activities that will best communicate the park purpose, significance, and themes. It satisfies the requirement for an interpretive plan for the park as established in Director's Order #6. (<http://www.nps.gov/policy/DOrders/Dorder6.html>)

An interdisciplinary team of NPS staff, stakeholders, and partners met in October 2014 to review the park's March 2014 Foundation Document including purpose, significance, and interpretive themes. Workshop participants discussed audiences (both existing and target), obstacles to interpretation, management goals, and desired audience experiences. A Recommendations Workshop, also held in October 2014, identified recommendations to achieve interpretive goals. Park staff conducted additional meetings to further refine content and recommendations.

While this is a three to five year plan, recommendations about visitor experience, media, services, and programming will be updated at least annually and as staffing, funding, technology, or resource conditions change. Further planning may be



done and design documents created to implement some of the goals and recommendations in this plan.

Middlesex County Volunteers Fife and Drum Corps performs in Concord's Patriots' Day Parade.

Site Description

Minute Man National Historical Park is located in Concord, Lexington, and Lincoln, approximately 16 miles northwest of Boston, Massachusetts. Comprising 1,038 acres, the park preserves historic sites, structures, properties, and landscapes associated with the opening battles of the American Revolution that took place on April 19, 1775. It also preserves resources related to an emerging literary tradition that signaled cultural independence from Europe.

The region surrounding the park has developed from a semi-rural, agricultural area to mature suburbs that experience continual growth pressures. Residential, commercial, and industrial development has increased the impact of traffic, noise, and density in and around the park.

The park attracts more than one million visitors each year.

Site Background

Minute Man National Historical Park has four units:

The Minute Man Statue
by Daniel Chester French,
1836, guarding North Bridge.
Photograph by Jim Lozouski



1. Battle Road Unit—The Battle Road Unit, with 849 acres, encompasses the road that passes from Meriam’s Corner in Concord through Lincoln to Fiske Hill in Lexington. It was along this road that local militias battled British regulars on April 19, 1775. Stretching about four miles along Massachusetts Avenue / North Great Road / Lexington Road / Route 2A, the Battle Road Unit has been rehabilitated in many places to evoke the landscape of 1775. Much of the Battle Road Trail has been returned to the width and material of the historic Battle Road.

The unit features the Minute Man Visitor Center and many historic buildings and sites, including Parker’s Revenge, Fiske Hill, Captain William Smith House, Paul Revere Capture Site, Hartwell Tavern, Bloody Angle, Brook’s Village, and Meriam’s Corner. The trail traverses woodlands, wetlands, and agricultural farm fields.
2. North Bridge Unit—Located in Concord, the core of this unit is the North Bridge over the Concord River. The rebuilt structure commemorates the fighting between local militia and minute companies and British regulars on April 19, 1775.

In addition to the bridge, this unit also includes the North Bridge Visitor Center, The Minute Man Statue, the Obelisk monument, and Major John Buttrick House.
3. The Wayside Unit—The Wayside, a national historic landmark dating from before the American Revolution, is located in Concord. In the 19th century, it became the home, sequentially, of educator Bronson Alcott, and writers Louisa May Alcott, Nathaniel Hawthorne, and children’s author Margaret Sidney.

This unit celebrates Concord’s rich literary tradition and the development of a distinct body of American literature, part of the nation’s cultural independence. The Wayside is also part of the National Underground Railroad Network to Freedom.
4. Barrett’s Farm Unit—Barrett’s Farm was the home of Colonel

James Barrett who commanded the Middlesex Militia in 1775. Appointed by the Committee of Safety, Barrett was also responsible for acquiring and storing stock-piles of arms and supplies for the colonial militia. When the British troops marched out of Boston they were under orders to seize military materiel held in Concord and specifically at Barrett's Farm. The British expedition and the colonial response precipitated the battles of Lexington and Concord and the Revolutionary War.

Legislation

The park was established by P.L. 86-321 in 1959.

“That in order to preserve for the benefit of the American people certain historic structures and properties of outstanding national significance associated with the opening of the War of the American Revolution, Minute Man National Historical Park is hereby authorized to be established in the Commonwealth of Massachusetts.”

Public Law 86-321, September 21, 1959

After completion of the 1991 general management plan, P.L. 102-488 (1992) broadened the park's strategic mission and expanded the park boundary, especially along the Battle Road.

The purposes of the park shall include the preservation and interpretation of (1) the historic landscape along the road between Lexington and Concord, (2) sites associated with the causes and consequences of the American Revolution, and (3) the Wayside on Lexington Road in Concord, the home of Nathaniel Hawthorne, Bronson Alcott, Louisa May Alcott, and Margaret Sidney, whose works illustrate the nineteenth century American literary renaissance.”

Public Law 102-488, October 24, 1992

P.L. 111-11 (2009) further expanded the park boundary to incorporate Barrett's Farm, the home of the 1775 commander of the Middlesex Militia, Colonel James Barrett.

See Appendix 3 for the full text of significant park legislation.



The Wayside: Home of Authors was home to Louisa May Alcott, Nathaniel Hawthorne, and Margaret Sidney. The Wayside celebrates Concord's rich literary role in developing the nation's cultural independence. The home is also part of the National Underground Railroad Network to Freedom.

Part 1: Foundation Planning

The foundation for planning is derived from legislation and provides basic guidance for planning and management decisions. Park purpose, significance statements, and interpretive themes remain relatively stable over time. Together, they establish an organizational baseline for planning and management efforts.



On April 19, 1775 colonial militia at the location of the Minute Man Statue confronted the King's troops at North Bridge and for the first time, were ordered to fire. An act of treason, Emerson later immortalized the event as "the shot heard round the world."

Park Purpose

Park purpose statements describe why an area was set aside (by Congress or the President) and what specific purposes exist for that park. Purpose statements are derived from legislation, legislative history, public participation, and public rule-making.

The park's 2014 Foundation Document contains the following purpose statement:

“The purpose of Minute Man National Historical Park is to preserve and interpret the significant historic structures and landscapes associated with the opening of the American Revolution which lie along the route of battle of April 19, 1775, and to foster understanding of the events, causes, and consequences of the American Revolution. Another purpose of Minute Man National Historical Park is to preserve and interpret The Wayside, home of major 19th-century American authors.”

Park Significance

These statements describe a park's national significance by identifying the distinctive natural, cultural, and recreational resources and values that are the specific rationale for national recognition.

The park's 2014 Foundation Document identified three statements of national significance:

Minute Man National Historical Park, created in 1959 in Lexington, Lincoln, and Concord, Massachusetts, preserves and interprets the sites, structures, and landscapes—the Battle Road, farmsteads, stonewalls, fields, orchards, and homes—that became the field of battle during the first armed conflict of the American Revolution on April 19, 1775.

It was here that British colonists risked their lives and property, defending their rights and their ideals of liberty and self-determination. The events that day have been popularized by succeeding generations as the “shot heard round the world.”

The Wayside is significant as the successive home of authors Louisa May Alcott, Nathaniel Hawthorne, and Margaret Sidney, whose lives and works contributed to a unique American literary identity that emerged from the experiences of their Revolutionary War ancestors.

Interpretive Themes

Interpretive themes are organizational tools. They provide a conceptual framework for visitor experience plan-

Colonial troops chased the British soldiers from Concord 16 miles back to Boston in a running battle on April 19, 1775. The painting by artist John Rush is in the exhibits at Minute Man Visitor Center.



ning and programming. Interpretive themes are derived from and capture the essence of park purpose, park significance, resources, and values. Themes can help explain why a park story is relevant to people who may be unconnected to an event, time, or place. They go beyond simple descriptions or recitations of fact; they reflect the context and effects of events or processes in order to foster opportunities for visitors to experience and consider the meanings, concepts, and values represented by park resources.

While themes are important as a framework to help guide interpretation and management decisions, they are not necessarily intended for public use. They serve to focus the development of visitor experience, services, and programming.

Through a Scholar's Roundtable review, an interdisciplinary team of NPS staff, historians, stakeholders, and partners developed interpretive themes for the park's Foundation Document. Those themes are used in this planning document.

Lexington and Concord: Opening Battles of the American Revolution

Theme Statement: Few Americans were yet ready to contemplate independence from Great Britain, but when militiamen fired at and killed

the king's soldiers on April 19, 1775, it was a watershed event that compelled people in each of the 13 colonies to take a stand.

Content Summary: The British government's decision to declare Massachusetts to be in rebellion and to suppress the rebellion by force made armed confrontation likely. Still, it was a watershed event when militia at Concord fired at and killed royal soldiers. As news of the fighting spread, people in every colony were compelled to take a stand in a conflict that now seemed increasingly unavoidable. Few Americans were then ready to contemplate independence, but the events of April 19 forged a vital link in the chain that led to that result.

The "Embattled Farmers" Defend Their Way of Life

Theme Statement: Despite their largely English origins and participation in the British imperial economy, the militiamen who responded on April 19, 1775, felt that their way of life was now threatened by British aggression.

Content Summary: The minute men and other militia who responded on April 19, 1775, were organized by town and district, reflecting their interconnected society of families and communities. Their ancestry was almost entirely English—more so than in the colonies outside New England—and they were engaged in an expanding British imperial economy; but after nearly 150 years of colonial experience they had developed a distinctive society, different in vital ways from Great Britain. Being New Englanders, they held varied opinions about most issues, but the majority had come to believe that their customary way of life, particularly their large measure of self-government, was threatened by British coercive measures. To defend these rights and to vindicate the struggles and sacrifices of their English ancestors, they resorted to the drastic step of taking up arms on April 19.

Despite their largely English origins, the colonial militia who responded on April 19, 1775 felt that their way of life was threatened by British aggression.



April 19, 1775 in Memory— Shaping an American Identity

Theme Statement: Almost immediately, the dramatic events of April 19 were incorporated into an American creation story, used initially to justify opposition to the British crown and later to help define a national identity.

Content Summary: Symbols associated with the battles sought to give tangible form to abstract terms such as liberty, while physical memorials such as statues, plaques, and literary and artistic works attempted to fix a permanent meaning for the events of April 19. But the symbols and monuments themselves have often been contested, as differing interpretations of these events and their meaning have become incorporated into larger debates about national identity. The famous phrase “the shot heard round the world” implies a universal striving for American values, but may only have expanded the debate into a worldwide forum. In its sustained efforts to restore a commemorative landscape, the National Park Service has attempted to create a setting that will encourage visitors to contemplate the meaning of April 19, 1775, and to understand the world from which the minute men came forward.

The Wayside and the Legacy of the American Revolution

Theme Statement: At the Wayside, eminent authors Nathaniel Hawthorne and Louisa May Alcott, were at the center of developing a cultural identity for a newly independent nation.

Content Summary: The Wayside has significant connections to the battles of April 19, 1775, and to their use in shaping American tradition, but its major importance lies in the realm of literary history. As home to notable writers such as Nathaniel Hawthorne and Louisa May Alcott, the house was at the center of the literary flowering of New England in the mid-19th century, one of the major sources of a



Almost immediately, the dramatic events of April 19 were incorporated into an American creation story. Symbols such as The Minute Man Statue sought to give form to abstract terms such as liberty, self-determination, and courage.

distinctive American identity. In their literary works and their personal lives, these writers, part of a distinguished circle of intellectual acquaintances in and around Concord, grappled with the lasting significance of April 19, 1775, and some of the unresolved issues of the American Revolution, notably slavery.

An Interpretive Theme Matrix is included in the appendix. The theme matrix includes examples of concepts that may be included within each theme and lists examples of topics and stories that could be used to illustrate the themes in specific interpretive programs and media.



In education programs at Minute Man students explore the necessity of practice, drill, and teamwork for the American Revolutionary soldier firing a musket. Photo by Jim Higgins

Part 2: Envisioning the Future

This section includes management goals, describes desired audience experiences, identifies targeted audiences, and lists the challenges and issues that affect interpretation. These are all things that help guide direction and are useful to take into consideration when envisioning the future.

Plan Goals

In addition to providing audiences with opportunities to make meaningful connections to park resources, interpretation is used to meet management goals. The following are national and park goals that affect direction and decisions about audience experience and interpretation services and programming.

National Park Service (NPS) Goals

The NPS is on the eve of its centennial (2016) and MIMA will acknowledge and participate in events, already planned, to celebrate the agency's first 100 year.

The NPS strategy, A Call to Action: Preparing for a Second Century of Stewardship and Engagement (2014 edition) identifies a framework for management goals:

- **Connecting People to Parks:** Helping communities protect what is special to them, highlighting their history, and retaining or rebuilding their economic and environmental sustainability.
- **Advancing the Education Mission:** Strengthening the NPS role as an educational force based on core American values, historical and scientific scholarship and unbiased translation of the complexities of the American experience.
- **Preserving America's Special Places:** Act as a leader in extending the benefits of conservation across physical, social, political, and international boundaries in partnership with others.
- **Enhancing Professional and Organizational Excellence:** Adapting to the changing needs of visitors, communities, and partners; encouraging organizational innovation; and giving employees the chance to reach their full potential.



The park will develop recommendations to build future constituencies by reaching out to youth, particularly those in the Millennial Generation [see Target Audiences] and expanding opportunities for education groups and teachers, by developing new opportunities for self-directed learning, by expanding resources for virtual audiences, and by using interpretation of historic and cultural landscapes within the park to discuss the impacts of climate change.

Minute Man National Historical Park includes five miles of trail along the original Battle Road with opportunities for biking, running, hiking, and walking.

Park Management Goals

Collaboration

MIMA is committed to collaborating with local communities and partners as well as with other NPS units with geographic or thematic links.

New Audiences

MIMA seeks to attract and introduce new audiences to the park and to the NPS. Geographically located only 16 miles from Boston and near several other New England cities, MIMA presents an opportunity for urban and suburban residents to explore the natural environment. With 5.5 miles for hiking, and suburban biking, walking, and running, MIMA's cultural landscape, commemorative battlefield, and iconic sites also offer important opportunities for recreational use. MIMA seeks to provide opportunities for youth and education groups to create the next generation of park visitors, supporters, and advocates.

Safety and Visitor Well-being

Specific safety concerns include ticks and poison ivy. Interpretation will provide important information to help visitors recognize poison ivy throughout the park. Additional information will alert visitors to the dangers associated with ticks so that they can guard against them.

Carry-in/Carry-out Policy

The park requires visitors to carry-out any trash that they carry-in—there

are no exterior trash receptacles. This policy is generally accepted except among some who walk their dogs in the park.

Park-Defining Features

The stone walls throughout the park are one example of special defining features of the cultural landscape throughout the park requiring preservation. New interpretation will provide information and opportunities for visitors to “read” the landscape.

Parker's Revenge

The park, with the Friends of Minute Man National Park, Lexington Minutemen, and other community groups, is engaged in new archeological research using science and technology to determine battle sites at the Lexington end of the park. As this work continues, and details of Lexington's “lost” battlefields are uncovered, the park will create new interpretive opportunities for visitors to explore and understand the process and the significance of the discoveries.

Support Freedom's Way National Heritage Area (NHA)

MIMA actively supports Freedom's

“Road to Revolution,” an award winning experience theatre presentation offers an introduction to the park story at Minute Man Visitor Center.

Photo by Jim Higgins



Way NHA by participating in development of the Management Plan and interpretive themes, collaborating on interpretive training for partners, education programs for students and professional development opportunities for teachers in Freedom's Way towns, and more.

Desired Audience Experiences

Desired audience experiences describe the physical, intellectual, and emotional experiences that should be available for visitors to Minute Man National Historical Park. These experiences will be available for audiences of all abilities, including those with visual, auditory, mobility, or cognitive limitations.

Participants in an October 2014 workshop, including many partners and stakeholders, identified the essential elements of a park visit and suggested strategies for helping ensure that those elements were available to as many park audiences as possible. Those essential elements are:

Exhibits and audiovisual programs at one of the park's visitor centers provide context for the park's story. Those media interpret the causes and consequences of the American Revolution, one of the purposes of the park.

Orientation and wayfinding provided by park staff and media. The park offers many choices that need explanation.

Place-based interpretation of the people and the daily lives of those who lived in the towns along Battle Road. This is a critical role for the "witness houses" spread throughout the park.

Place-based interpretation of the cultural and natural landscapes that line Battle Road, particularly the open fields that evoke the appearance of 1775, and that surround the North Bridge, Barrett's Farm, and The Wayside.



Place-based interpretation of sites along the road where the colonists and British clashed in pitched battle, particularly Meriam's Corner, Bloody Angle, Parker's Revenge, and North Bridge.

Trained staff and volunteers, including living history programs in period clothing and historic weapon demonstrations, that bring the park's themes to life, humanize the park's stories, and offer personal interaction to address visitor questions.

Venues that engage visitors with hands-on/minds-on activities particularly on issues that make the park's themes relevant to the 21st century.

Presentation of Experiences

Workshop participants also suggested practical ways to increase the likelihood that more on-site visitors, even those with limited schedules, will discover and enjoy these essential elements, link park resources to themes, and leave with a better

Living history reenactor volunteers bring history to life for visitors at special events and in special programs in the park, especially during the summer season.

understanding of park significance. Proposed visiting strategies also addressed several of the issues described elsewhere in this plan.

Expectations

To help plan their visit, visitors should be able to access adequate information about the park before arrival. All forms of pre-visit materials need to communicate accurate expectations. Visitors who travel to the park should know, in advance, what the park offers particularly in different seasons of the year.

Orientation & Options

Visitors should be able to find the park from major roads and highways and easily locate park facilities. Since several decades of experience underscore the reality that there is no single entry into the park, it continues to be necessary to provide orientation and a sense of arrival at several locations. Visitors should be able to quickly determine where they are in the park and how to proceed to fully experience their arrival location and move on to other park features.

While staff and volunteers provide useful and accurate orientation, during periods of heavy or concentrated visitation (the arrival of bus groups for example), they need the help of

self-service interpretive media to explain options and choices. This more tailored approach to visitor orientation will allow visitors to make more effective use of the time set aside for a park stay and better accommodate individual or group interests.

Place-based Clusters

There are locations in the park where several of the essential elements can be grouped for more effective interpretation, perhaps joined by a loop trail. This cluster approach would help the park make the most effective use of available staff via data driven staff assignments and provide additional guidance to on-site visitors. Ranger and volunteer programs will introduce the cluster features and direct visitors to another cluster location. New and repurposed interpretive media can supplement personal services and help visitors discover other place-based opportunities along Battle Road Trail. Communities will have more specific destinations to promote and partners will provide more focused programming designed to accomplish specific interpretive goals and complement other sites within each cluster. When staffing permits, sites in each cluster could be staffed on a daily basis. When staffing is limited, programming in

Visitors at Hartwell Tavern on the Battle Road trail.





Junior National Youth Leadership Conference students reenact 18th century British soldier maneuvers led by Park Ranger Roger Fuller

Photo by Jim Higgins

different clusters can be offered on different days, so that all sites are available in any given week and different opportunities are available on any two consecutive days.

This concept of offering programming in place-based clusters has great potential for variety and flexibility from which both visitors and staff can benefit. Cluster interpretation can be developed in several ways with key concepts of the park's story presented in different clusters on different days or in different seasons. For example, a cluster approach might offer:

Lives Interrupted: Connects Minute Man Visitor Center; Parker's Revenge; Whittemore House. Extension to Paul Revere capture site

The Road to Revolution: Connects Hartwell Tavern; Samuel Hartwell House site, Smith House, Bloody Angle

The Running Battle Begins: Meriam's Corner, Extension to Brooks Village

Liberty for Whom?: Connects North Bridge; Robbins House; North Bridge Visitor Center; The Wayside

The Shot Heard Round the World: Connects North Bridge, North Bridge Visitor Center, Colonel Barrett House and Farm

Authoring a Nation: Connects The Wayside; North Bridge; nearby literary partner sites

Natural features, too, such as the vernal pool area near Hartwell, the marsh near Brooks Village for bird watching, area near North Bridge linked to recorded evidence about climate change, can also be highlighted as part of the clusters.

Connections

Although the cluster approach will offer a more complete experience at each stop, no single cluster will tell the entire park story. Each cluster might be viewed as a chapter in a longer narrative. Visitors who visit one cluster should be enticed to learn more by visiting the others. Both staff and self-service media will be needed to connect the cluster pieces into a coherent whole.

Targeted Audiences

While all people are welcome and invited to participate, some audiences are targeted for focused attention because they may be inadequately served by existing interpretation, need different strategies for engagement, or require specific methods to open communication and sustain relationships. Target audiences will help staff



The restored trail in the park is used by thousands of visitors for walking, running, biking, and cross-country skiing throughout the year.

design a realistic outreach strategy and avoid overcommitment.

Factors to consider when developing interpretive and educational programs and services include the life experiences of the individual or group, level of education, learning styles, languages, cultural traditions, time available for interaction, and other factors.

MIMA identified the following targeted audiences:

Virtual Audiences

Virtual audiences include those who access the park online or via media associated with distance learning. They represent huge interpretive potential despite the reality that they may never benefit from an actual visit to one of the park's sites. A strategy to provide more information and interpretation online and via social media can reach new audiences and make essential information available in advance for visitors planning a visit.

Staff time invested in developing interpretation for the website and for self-serve programming should be a high priority because it has the potential to reach more visitors than time spent presenting personal services programming. Although development takes time up front, the effort can pay big dividends. Monitoring, updating, and maintaining digital media will still

be needed, but development time for most staff can go to other tasks.

Educational Communities

The administrators, teachers, parents, and students included in this target group will influence or actually comprise the next generation of park stakeholders and audiences. It is critical that MIMA's interpretive programming reaches into the future and addresses the demographic diversity represented in American schools today, including some schools in communities near the park. A field visit (virtual or in-person) is often the first experience in a national park for most children. Because of the basic fact that school curricula and educational standards universally recommend addressing the events and intangible concepts linked to the park, MIMA has a responsibility to work with partners to fill that need.

Given current staffing and on-site facilities, the park's 5th and 8th grade programs are operating at capacity. The park needs to expand the use of on-site facilities, look for opportunities to work with and through partners, and explore other alternatives, outside traditional field trips and ranger-led programs, for ways to enhance the park's educational potential.

Youth

Millennials are a post-high school audience with specific tendencies affecting how they spend leisure time. For example, they tend to plan ahead often using social media and technology. Many prefer self-guided programming but also participate in group activities. Each of these factors can influence the popularity of what parks offer this audience.

Families

Data suggests that intergenerational groups are common at MIMA. Parks are places where families share values and make memories. MIMA will create programming to provide opportuni-

ties for families to have fun, explore, discuss, and learn together.

Under-represented Groups

African Americans represent an important point of view on the park's historic events. Not only were they present along Battle Road in April 1775, they participated in the events on that day and throughout the American Revolution. In addition, their history through abolition is reflected at The Wayside which was a site on the underground railroad in the 1840s. Their stories, and their perspectives, need to be integrated into interpretive programming.

Local Residents

Anecdotal information suggests that some local residents, even in the towns along Battle Road, do not associate the park with the National Park Service. This important constituency not only uses the park for recreation but has the potential to provide critical support for the park if management issues can be communicated more broadly. MIMA will work to make the NPS connection more visible.

Bus Tour Groups

Visitors who arrive by commercial bus are highly visible. They arrive en masse often with limited time and a piper leader intent on keeping to a schedule. This is a group with which the park wants to build a successful relationship. Successful visits depend on accurate and up-to-date information and expectations that reflect current conditions.

Military Groups

The park is located next to an active military facility, Hanscom Air Force Base. Because of its proximity and the multiple connections between the armed forces and the park's story, members of the military and military groups are a targeted audience for the park. Residents and employees and their families use the park for recreation on a regular basis. Park staff

also provide "staff rides" for military groups in training and facilitate cross-over and retirement ceremonies.

Challenges and Issues Affecting Interpretation

This section of the plan describes internal or external issues, influences, pressures, trends, initiatives, relationships, communications, or goals that may affect interpretation. They are the things that may affect planning or that need to be considered when developing implementation strategies and actions. Identifying and understanding these challenges helps to develop strategies to overcome them, build on strengths, mitigate competing interests, overcome obstacles, and help to resolve management issues.

Challenges and issues facing MIMA include:

Limited interior meeting space

The park's ability to gather groups for interpretive programs is hindered by a lack of meeting spaces that can accommodate a busload of visitors. Even small spaces in historic structures are located where there are no restrooms, running water, or secure storage space.

The National Guard traces its roots to the original minute men of 1775. One of the events they coordinate is the "Tough Ruck March" where 250 plus participants march 26 miles to honor fallen comrades. The past two annual marches were held in the park.



Upgrade Minute Man Visitor Center

Although Minute Man National Historical Park Visitor Center has a compelling multimedia presentation and acceptable exhibits, it needs upgraded climate control and expanded group space and restrooms. The Eastern Nation Museum Store also needs more space to accommodate students. The visitor center needs improved access, particularly a bus drop-off area and parking closer to the building. (The current distance from the parking lot and the expense of heating the building in winter keeps it closed November through March.)

Intrusions on the historic scene

The park's location in suburban Boston and near an airfield means that traffic and modern development are never far away. Historic structures are mixed with more recent buildings. The park's natural landscapes continue to grow and mature in ways that create settings very different from the largely agricultural scene of 1775. Reading the park's landscapes can be difficult without assistance.

Orientation, wayfinding, and connections

Although the park has worked hard on wayfinding and orientation, the linear nature of the park, current traffic congestion, and modern development still confuse and misdirect visitors. It can be difficult to know where to begin and then locate features critical to understanding the

park's significance. Even when visitors find their way to a park feature, it is not always clear where to go next or how other sites are connected. There are questions about how the parts fit together into a coherent and compelling whole. Many park visitors and even local residents do not know that they are inside a national park.

Common knowledge and popular culture

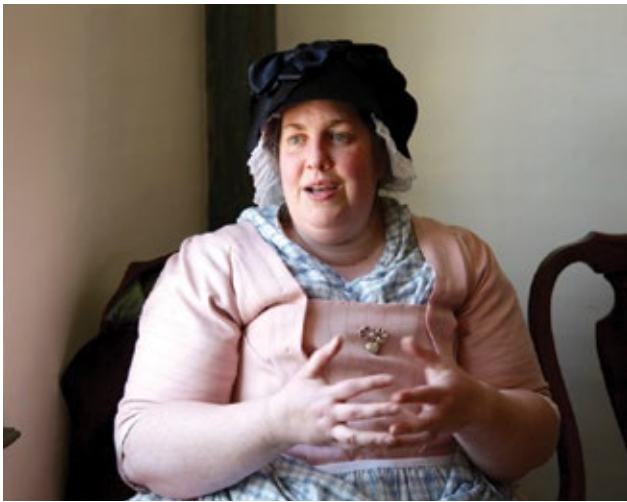
There is an opportunity and a challenge in the gap between park history in popular culture and some of the authentic stories of the park. How can the park use popular culture to meet audiences where they are, explore why popular culture may have evolved the way it did, and encourage exploration of the authentic? How can the park use popular culture to introduce and engage people in history?

The challenge of context

The park's legislation includes language directly relevant to interpretive mission—the park story is about the “causes and consequences” of the events associated with the early days of the American Revolution. The events of April 19 are more meaningful in the context of the American Revolution than they are as an isolated event. That requires interpretive programming that puts the place-based stories into national and even international context. Tangible resources must be paired with relevant intangible stories and

Exhibits at Minute Man Visitor Center provide some historical context for the events of April 19, 1775 in Lexington and Concord.





The park’s stories can be viewed through different and equally valid perspectives: The British Soldier, Colonial Minute Man, Colonial Woman, and Enslaved Africans.

concepts. How can interpretation and public programming help visitors make connections between the park themes and their relevance to contemporary events and issues?

Multiple perspectives

The park’s stories can be viewed through several different prisms. Events may appear very different to a civilian and a soldier, a militia man and a British regular, a man and a woman, a free white and an enslaved black. All of these perspectives are valid. The challenge is in ensuring that multiple perspectives are always presented. They not only humanize the story but also present a more accurate history of events and help validate the differing points of view represented by contemporary audiences.

Limited staffing

Considering the size of the park and the number of annual visitors, the park budget is modest. With 5 miles of trail restored and new “witness” structures added to the park, we are working with volunteers and are assisted by partners to provide living history and interpretation in the park. Devoting enough staff time or dollars to developing self-directed learning and digital options for exploring the park continues to be a challenge.

Missing audiences

The profile of park audiences does not reflect the demographics of nearby urban areas or the nation, and the park is not accessible by public transportation. The “Target Audience” section of this LRIP addresses this issue in greater depth.

Part 3: Recommendations

Recommendations are the actions that will move the park toward its future vision. They are grounded in goals and connected to park themes. Recommendations are not a wish list; they should be realistic, achievable, and sustainable. They become part of the Action Plan and the basis for ongoing annual planning for the division.



The “North Bridge Fight” and “Battle Road” are signature events presented by as many as 300 reenactor volunteers in the park each year for thousands of spectators.

Recommendations for Visitor Experience, Visitor Services, Interpretation and Education

Recommendations in an LRIP, developed in collaboration with park partners, provide direction and focus for interpretation and education services and programming over the next three to five years. They will be revisited periodically (at least annually) and prioritized based on changing circumstances, opportunities, operational need, funding, budget availability, and other factors. Recommendations that are not completed in the year identified will be reevaluated as a future action.

Each category of recommendations grows out of the goals identified in Part II of plan and is rooted in the contents of the Foundation described in Part I. It is important to note that the recommendations are not presented in any priority order. An Action Plan (chart) includes a timetable for implementation and staff responsibilities for guiding each recommendation to conclusion.

Given that context, it is important to note that the practical, achievable goals of this LRIP are nested within and help to advance a “full potential” vision for the park developed during other planning efforts (see Appendix 10).

Recommendations that address orientation and wayfinding

- Staff and volunteers provide visiting advice to many visitors, at many locations, but particularly in the park’s visitor centers. There are times, however, when visitors need or prefer to get information on their own. To help staff meet the demand for tailored orientation, the park will explore installing an electronic, self-serve source of information at the two visitor centers. This solution would allow visitors to organize their visit in a variety of ways—by time, location, subject (architecture, natural

landscape, biography, etc.), or perspective (military or civilian, for example).

- Although there are road signs that indicate where visitors can park to see Battle Road sites, they are generic and provide no information on what is located at each stop. In order to call attention to clusters of features, the park will again consider displaying pole banners at a handful of sites. These banners will be site specific and contain the NPS arrowhead to help establish identity. The banner system used will be easy and safe to install and remove.
- Although there are currently both a bulletin board and porcelain enamel wayside adjacent to several parking lots along the Battle Road Trail, the information provided should be more site specific. The bulletin boards should highlight what visitors will see at each stop and provide a site specific map and safety message. While all the bulletin boards will have a uniform appearance, a large graphic that captures the essence of each individual cluster of features will be obviously different from all other bulletin boards, even from a distance.
- Because some visitors do not carry the park brochure/map while walking the Battle Road Trail, the location of important features may not be obvious, or distances between features understood.
- To assist wayfinding along the Battle Road Trail, the park will provide a map on the website for easy access for mobile use. In order to help visitors “read” trail landscapes on their own, and understand how the viewshed evokes April 1775, this tear-off also might include explanations of landscape and natural features like open fields, stone walls, witness houses, etc.

- Since pleasant weather often attracts visitors to the park on “off season” days when buildings are closed, those visitors are left with minimal guidance or meaningful interaction with interpretive staff. To meet this need and heighten NPS presence, interpretation will work with park law enforcement to organize a team of trained, on call volunteers. These volunteers will walk the trail, greeting visitors to answer questions and interpret features along Battle Road, and provide information about upcoming events when the park is fully operational. They would be asked to work short shifts (perhaps four hours midday) and only when weather conditions are favorable.
- Several other changes to existing media will make orientation and wayfinding more efficient and increase the availability of information beyond the park’s visitor centers and staffed duty stations. There is no single entry to the park and, although the park currently suggests that visitors begin at the Minute Man Visitor Center, many do not. GPS devices, in fact, send users to the North Bridge Visitor Center (because it is also park headquarters) when the park’s

name is entered. In order to align orientation and wayfinding with the realities of park visitation patterns, park staff will:

Consider including advice for those with limited time and direction to clusters of features, if implemented, when the next reprint of the park’s official brochure is scheduled.

Review and revise the visiting advice offered on the park’s website and design for the mobile web.

Review and revise the content provided on the cell phone tour. Make sure that clusters of sites are mentioned so visitors can include more essential features when they stop and park.

Develop content for a mobile app for smartphones perhaps working with a group such as “My Tour Guide” who provides a free template. Assess after first season, revise, and add content to meet visitor needs and expectations.

- As new materials are developed, the park will reassess its newspaper “The Minute Man

Park Ranger Michelle Blees explains the “shot heard round the world” to a visitor.



Messenger.” Does the current format and contents continue to meet specific needs in a cost effective way or would a more seasonal division of events be more useful? Are current distribution strategies effective or should more information be sent over electronic channels like social media and mobile web?

Recommendations that address target audiences

Participants at the October 2014 workshop identified several target audiences. The specific actions that follow will help the park reach those groups more effectively.

Educational Communities

- Create and sustain an educator advisory group to help the park define new programming (particularly less staff intensive programs that use teachers in more participatory ways), adjust on-site programming to reach underserved groups, identify materials that will help teachers design their own classroom and/or field lessons, and improve the information and materials offered online. As a first step, park staff will further define the role of the group and then identify and recruit willing participants.
- Based on input from the advisory group and knowledge of trends in education, staff will restructure the information on the park’s website and explore additional opportunities for distance learning as a way to expand contact with educators and students too far away or unable to visit the park in person. Work with educators and the Freedom’s Way National Heritage Area to develop content and test distance learning materials.
- Given the need for interior space that can be used for school groups that come to the park, revise PMIS project #153978. Cite this LRIP in this updated request for funds



to rehabilitate existing facilities such as Hargrove Barn, next to the Whittemore House, for use by education groups. Having access to an interior meeting/gathering space at this location will enhance the cluster of sites near the Minute Man Visitor Center.

Nearly 14,000 students participate in ranger-led education programs at the park each year.

Photo by Jim Higgins

- The demand for education visits by school groups exceeds the number the park can support due to limitations in both staffing and space. To make visits by school groups not involved in formal park education programs more effective, and lessen the impact that they can have on historic resources, park staff should provide additional information and materials that these groups can use to design their own on-site visits. Suggest effective



Park Ranger Polly Kienle greets a family group at Hartwell Tavern.

ways to see the park and use the clusters of place-based resources proposed elsewhere in this plan to disperse visitation. Experiment with distance learning options to reach schools who are unable to visit the park, in person.

- As a way to increase local interest in the park and form new bonds with nearby schools and communities, the park should experiment with service learning by offering venues for student-created exhibits, performances, or video screenings based on park resources (photo exhibits, for example, plays for performances, or videos documenting a park visit) or student presentations, performances, and programs for visitors in the park.
- As a way to interest teachers in the

park's stories and resources, the park will commit to maintaining status as a PDP (Professional Development Points) provider and continue to offer formal professional development courses as well as self-directed opportunities for teachers.

The park will actively look for funding support and commit to providing opportunities for public history interns in the park and sustained partnerships with SCA, UMass-Boston, Northeastern University, the Youth Volunteer Corps, and others, as opportunities arise.

Virtual Audiences

- Add more information to the park's website to improve the interpretive opportunities and content available for virtual visitors. Prepare content for the Mobile web. Identify gaps and develop additional content including recent essays on "Patriots of Color." Add highlights of the park's collection with links to other theme-related NPS collections.
- Explore an enhanced park presence on social media as a way to trigger dialogue on contemporary issues associated with the park's themes. Seek advice on which platform(s) to use and how to structure the park's involvement. Avoid solutions that are staff intensive. When possible, complement rather than duplicate partner efforts with social media.
- Consider a service that provides targeted mailing lists for an electronic newsletter to help the park reach local audiences, partners, and stakeholders.

Families

- Families are an existing audience that can be better served by providing additional hands-on/minds-on activities. Each cluster of sites should have activities that engage multi-generational groups and those locations should be clearly

indicated by an appropriate icon on handouts materials or postings on the website, parking lot kiosks, etc. Design these activities so some can be used in more than one location. Consider trail rubbings with an associated discovery book mentioned elsewhere in this plan.

- Revise existing Junior Ranger materials to encourage participation by families not just children. Complete the "Choose Your Story" draft activities and materials designed to interest older kids (10-14) and their families.
- Work with Eastern National to market the chipmunk mascot already for sale, and use it as an in-park icon for family activities.
- Work with Eastern National to use expanded sales space in the Minute Man Visitor Center to highlight family items associated with new activities developed by park staff and partners.

Youth

- Participate in the National Writing Project. Work with the regional office to establish a writing program with the local partner, UMass-Boston, focused on The Wayside.
- Actively seek opportunities, via schools and colleges, to develop projects tailored to involve under-represented youth, particularly African Americans, Latinos, and Asian Americans. Develop a list of possible projects that can be completed with appropriate park and partner supervision.

English as a Second Language

- Use data to identify which languages should have interpretive materials. Prepare content specifically for those language groups (content written for English-speaking audiences often doesn't meet the needs of international visitors).

Bus Tour Groups

- Update materials provided to tour bus groups, particularly as options change and clusters are created.

Local Communities/Partners

- Special events are very important to sustaining and expanding contact with local residents and communities. Patriot's Day provides an important way to keep in contact with re-enactor groups and other partners. The park should review what it offers along Battle Road during Patriot's Day weekend and make adjustments that heighten NPS visibility. Consider signs with arrowheads along an event's route, or provide inexpensive give-aways like arrowhead stickers.
- Develop additional materials that let those who use the park for recreation know that they are in a national park. Evaluate, for example, use of portable sandwich boards displayed during special events that use Battle Road, mile markers with an arrowhead, arrowhead stickers given to event participants, etc.
- Experiment with a program designed for dog walkers in the park. Increase dialogue on the carry-in/carry-out policy and recruit potential volunteers from

The park has hosted the annual William Diamond Jr. Fife and Drum Corps Muster for the past five years. 25 youth groups (and their families) from the New England area participate.





The Friends of Minute Man National Park, working with Lexington Minute Men volunteers and others, are engaged in a two-year project to locate the site of “Parker’s Revenge” through archaeological and modern technological techniques, to interpret it for visitors.

this user group perhaps as Battle Road Trail guides.

- Current interest in the site of “Parker’s Revenge” offers opportunities to work with local community partners as well as the Friends of Minute Man National Historical Park. Park staff can enlist help from the Town of Lexington, Hanscom Air Force Base, Mass Highways, Lexington Historical Society, and Lexington Minute Men (among others) in developing a loop that connects the features in the nearby cluster of sites (battle ground, the Whittemore House, and Minute Man Visitor Center). With completion of the archaeological siting project, the park should collaborate with these partners to create an exhibit about the history and scholarship associated with the “revenge” site for the visitor center.
- Continue to work with the Concord Historical Collaborative by participating in the adult education and literacy programs in local towns, and by producing articles and materials to media outlets. In addition, use the re-opening of The Wayside to renew and expand contacts with the Concord Historical Collaborative’s organizations and network to begin new connections with the contemporary literary community, in general.

Recommendations that address safety

- Ask rangers and volunteers to add a short, appropriate safety message to their programs.
- Adjust the content of existing bulletin boards adjacent to parking to include an appropriate, seasonal safety message.
- Add safety messages to the park’s website.
- Add safety messages to the park’s cell tour narratives.
- Use existing channels of communication to keep partners and stakeholders informed about safety concerns. Reach local residents via occasional letters to the editor, news stories, targeted electronic mail, or social media posts.
- Create an inexpensive “rack card” that can be distributed in the park’s visitor centers, to visiting groups, and in the local communities. Design the card to be primarily visual with limited text. Focus on ticks and poison ivy at the present, but expand if other safety issues surface. This safety advice also could be included with the interpretive information and map for each of the park’s interpretive clusters.

Recommendations that address staff and volunteer training needs

- If the park decides to cluster features, staff and volunteers will be introduced to the concept and explore ways to effectively connect the interpretive stories of individual sites. In addition, park staff will work with partners and volunteers to discuss and develop programming that will integrate witness house sites into the cluster concept.
- Develop a strategy to integrate scholarship associated with new

research such as the “Patriots of Color” project, climate change, and others as available into interpretive programs.

Recommendations that add to the knowledge base of the park

- Staff will request additional funding from the Friends of Minute Man to continue the scholar-in-the-park program. Use the funds to expand research about African Americans who lived in the witness houses on the Battle Road Trail and who witnessed the events of 1775.

Recommendations that address the interpretive potential of “witness houses”

Background

The park’s “witness houses” stood along the British route of march on April 19, 1775. They provide opportunities to humanize the park’s stories and offer different perspectives on both preparation for resistance and the fighting and immediate aftermath of April 19.

Although current staffing and budget do not allow all of these houses to be open on a daily basis, staff do expect to be able to offer interpretive programming and media that involves and engages visitors when each house is open. Current interpretation focuses on daily life—what house occupants wore, ate, and did routinely.

Several of these houses can play an important role in contributing to a well-rounded story as suggested by the cluster approach to interpretation. Each property, however, has its own place-based stories that will determine how it can best contribute to park themes.

Collective Potential

Participants in the November 2014 workshop suggested ways that the “witness houses” as a group could enhance interpretation.

- As venues to interpret important aspects of the park’s themes, they contribute to the concept of cluster interpretation—nearby sites that together interpret the park’s themes in microcosm. In the future, park staff will experiment with a rolling schedule of operation. Different houses will be open different days. As programming is developed, additional houses will join the rotation. Over the course of a week, visitors will have the chance to hear the stories of April 19 told from new perspectives represented by the occupants of several witness houses.
- Visitors to every witness house will leave understanding:
 - a. Who lived there on April 19.
 - b. Something about the distinctive features of the house.
 - c. How the house and residents connect to an intangible or universal story.
 - d. Some aspect of Massachusetts society reflected by the house or residents.
- Each house will have one or more programs that engage visitors in place-based dialogue or hands-on/minds-on activities related to the park’s themes and significance.
- Each house will invite partner involvement for funding and staffing.

The park’s nine “witness” houses stood along the Battle Road on April 19, 1775. The houses provide visitors the opportunity for a glimpse into daily life and for viewing the events of April 19 from the perspective of the occupants.



Missing Stories

Although the park's witness houses provide the opportunity to view April 19 from different perspectives, none of the houses is directly associated with a Loyalist or Loyalist family.

- The park will actively seek partners who can help fill this gap in the story. For example, the park might explore creation of a self-guided tour of Concord sites associated with Loyalists.

Jacob Whittemore House

Story and Site Features

Although three generations of the Whittemore family lived in the house on April 19, none joined the fighting that day. Moses Reed did participate at Bunker Hill, but on April 19 he chose to remain with his wife who was ill after childbirth. His decision challenges visitors to consider the importance of family responsibilities in decision-making.

Unlike many other local families with long-standing ties to local land and society, the residents of the Whittemore House moved away—they simply could not afford to stay on their land.

The building itself is typical rather than distinctive. Restoration left some structural features visible. It comple-

ments the Minute Man Visitor Center and the Parker's Revenge battle site to form a cluster of sites.

Recommendations

- Gather information on all house residents and choose a medium to share that material with visitors, perhaps a site bulletin, self-directed discovery activity, digital application, or as part of a guide-delivered program.
- Review the current site bulletin for the house and revise, if necessary, to reflect the “choices” storyline.
- Develop a new facilitated program that explores the variety of factors that influenced behavior on April 19. Many of these motivations reflect “universals” that current visitors can relate to easily
- Experiment with the Whittemore House as a possible alternative venue for the current living history program “Who Were the Minute Men?”
- Consider adding an education program targeting third grade students about colonial life linked to choices and decisions at the opening of the American Revolution.

Lincoln Minute Men interpret colonial life at the home of their commander on April 19, Captain William Smith. The Lincoln Minutemen, an active park partner, researched, gathered, and donated representative furnishings to interpret the house in 2014.



Captain William Smith House

Story and Site Features

Captain William Smith commanded the Lincoln militia and was present at North Bridge. Abigail Smith Adams, wife of John Adams, was his sister. Although charismatic, with a wife (Catherine Louisa Salmon) from a well-to-do family, Smith failed to parlay his advantages into financial success.

According to tradition, a wounded British soldier was carried into the house for care on April 19, 1775. He died and was buried alongside the Bay Road.

Visible from the highway, the Smith house is the oldest of the park's witness houses dating to the 1690s. The house chimney and plastered cornice are distinctive details.

The Lincoln Minutemen, an active partner, has gathered and contributed representative furnishings for the house.

Recommendations

- Share with visitors information about the Smith family, perhaps using a site bulletin, poster, or guide-delivered program. The Smiths, for example, provide an opportunity to explain the factors that influence who society chooses to follow as well as the important role played by family relationships in New England society.
- Develop an Interpretive Guide for the house that provides basic information needed by volunteer and staff interpreters

Hartwell Tavern

Story and Site Features

Hartwell Tavern was a center of community activity, a gathering place where ideas and information circulated. Three Hartwell family members joined the fighting on April 19. The large family group included an enslaved woman, Violet.

Currently, the tavern and its reproduction furnishings play an important role in interpretation. The setting is away from highway traffic noise but near Bloody Angle and the Samuel Hartwell House ruin making it a good location for living history programs and a potential anchor for a cluster of interpretive sites. The site of the Samuel Hartwell House and the William Smith House are only a short walk away.

Recommendations

- Develop a new living history program that engages visitors and focuses on the role of taverns in the local community and economy, particularly as a place to exchange ideas and information.
- Integrate the story of Violet in the interior treatment of the tavern, perhaps through an object that provokes an image of her life and role in the household.

Park Ranger David Hannigan describes Hartwell Tavern as a center of community activity, a gathering place where ideas and information circulated.



- Work with the Hive, Ladies of Refined Taste, and other re-enactors to create an online exhibit about daily life (what people wore, why, and how) on the Bay Road in 1775 using living history. Include information about the research that supports the re-enactors' appearance.
- Replace the exhibit in McHugh Barn to compliment the park story told on the Battle Road. Include taverns, colonial life, farming, commerce, etc. and to provide an appropriate background for education programs and special events conducted in the space.

Brooks Village

Story and Site Features

Although members of the Brooks family fought on April 19, their properties along the route of march better represent several lifestyle stories. The family still has strong connections to the land that reach back over more than 200 years. Although in the 18th century they primarily might be considered farmers, they operated a tannery suggesting a more industrial side of rural life.

Many of the residents along the Battle Road in 1775 were farmers.

The homes of Sam and Job Brooks have been modernized inside. Their



current use for special events that need kitchen facilities and collection storage will continue.

Recommendations

- Create a way to share more information, perhaps adding a kiosk/bulletin case to provide additional interpretation in the Brooks Village parking lot. Interpret the connections that many families had with the land and the challenges they faced to support multiple generations by farming. Introduce agriculture-related industries such as tanning, milling grains, wagon-making, blacksmithing, etc.

Meriam House

Story and Site Features

As the British marched back toward Boston, Meriam's Corner marked the beginning of the running battle that swelled the ranks of militia and challenged the mettle of the British. Some combination of topography and opportunity convinced the militia to attack the British right on the doorstep of the Meriam family. The Meriam property provides opportunities to explore the motivations and strategies of April 19, and identify the many town militia who joined the fight.

Foundations of other Meriam houses introduce the story of intergenerational tensions as descendants competed for smaller and smaller parcels of subdivided family land.

Parking nearby provides access to this critical site in the battle narrative.

Recommendations

- Develop content for interpreting the initial confrontation that developed into an on-going battle as the British sought refuge in Boston. Experiment with a staff-led program supported by a site bulletin and poster exhibit.
- Develop information on the town



Major John Buttrick was the officer who gave the command for the colonials to fire on the British troops at North Bridge. Eight generations of Buttricks lived on the hillside overlooking North Bridge from the time of Concord's founding until the 1960s.

militias that joined the fighting perhaps with a map that shows where the towns were located and where the militia fought on April 19. This could be an ideal project for a scout or youth group.

Major John Buttrick House

Story and Site Features

Major John Buttrick was the man responsible for “the shot heard round the world.” He gave the command to fire on the British troops at North Bridge.

Bodies of the militiamen killed at North Bridge were carried to the Buttrick House before they were buried elsewhere.

Amos Doolittle’s print of the fighting at North Bridge shows the Buttrick House atop a hill in the background.

The Buttrick House reflects the social status of the family, but the interior is not otherwise architecturally noteworthy. Near the North Bridge Visitor Center, the Buttrick House could be a good location for living history programs and a potential “witness house” component for a cluster of interpretive sites.

Recommendations

- Develop a program designed to help visitors understand how militia officers were chosen and introduce them to the hierarchy of Massachusetts society circa 1775.
- Gather information on all house residents and choose a medium to share that material with visitors, perhaps a site bulletin, poster, character card activity, or guide-delivered program.
- Review the current site bulletin for the house and revise, if necessary, to interpret the leadership and command storyline.

Elisha Jones House

Story and Site Features

While the Elisha Jones House helps visitors envision the built landscape of 1775, it is more noteworthy for its connection to the legends and stories that emerge from historical events. Known by some as the “Bullet Hole House,” it purportedly still bears the scars of battle. Part of the park’s leasing program, this home is occupied by private tenants.

Recommendations

- None at this time.



Throughout the twentieth century until it was sold to the National Park Service, Harriett and then Margaret Lothrop gave tours of "Hawthorne's Home" to visitors. Existing furnishings include only a few pieces associated with Hawthorne.

Recommendations that address the interpretive potential of The Wayside

Background

Although the original sections of The Wayside witnessed the events of April 19, the 19th century added new levels of significance to the often expanded and modified house. Louisa May Alcott, Nathaniel Hawthorne, and Harriett Lothrop each resided in The Wayside earning it the moniker "home of authors."

During the Alcott years, the house also sheltered fugitive slaves. The Wayside is part of the Underground Network to Freedom.

Primary Stories

Participants at a November 2014 planning workshop discussed The Wayside's primary stories and how they complement and complete the park's primary themes. Among the many topics suggested, the group identified two primary stories.

1. American Identity

The resident authors of The Wayside represent the "literary flowering of New England" in the mid-19th century, a major factor in the development of a distinctive American identity. In their literary works and

their personal lives, these writers, part of a distinguished circle of intellectual acquaintances in and around Concord, grappled with the lasting significance of April 19, 1775, and some of the unresolved issues of the American Revolution, notably slavery.

Although the author residents of The Wayside channeled their creativity differently, they each wrote about the American experience and contributed to the evolution of what it meant to be American.

Professionally, they helped create an American literary identity by taking inspiration from and choosing themes anchored in American life.

Culturally, they struggled with the tensions present in 19th-century American life including politics; the nature of education; the roles of men, women, and children in family life; abolition; and slavery. The personal lives of each author reflected different views of the legacy of the American Revolution, specifically what it meant to be patriotic and the application of individual rights, citizenship, and legal status.

Even though colonists took a stand against the King's army, the history of this and several other witness houses suggests that the concept of "liberty for all" was not universal. The Whitneys for example, owners of the house at the time of the American Revolution, enslaved a man named Casey who tried to run away and free himself.

The Alcotts did participate in the Underground Railroad, but their advocacy of abolition differed from Hawthorne's relative indifference toward slavery.

Harriett Lothrop, writing as Margaret Sidney, explored themes such as perseverance in the face of hardship, incorruptible kindness, and the power of family love in her seminal books of American children's fiction.

2. Preservation and Memorialization

The Wayside itself is an American story of memory, a reflection of what is worth remembering, preserving, and celebrating in history, literature, and the National Park System.

Site Conditions

The Wayside has multiple layers of history, a variety of personal and family stories, and interlocking relationships with other literary figures.

The physical realities of the house's architecture can leave a powerful but not always positive impression. Generations of construction, additions, and modifications make it structurally intriguing. The entrance, however, is hard to find. The interior first floor is dark with low ceilings, small rooms, and limited carrying capacity. It smells old and musty not fresh and alive with family activities. There is little sign of life. Important spaces connected to site significance are not physically accessible for visitors who cannot climb steep stairs. The house is hot in summer.

The Lothrop's originally purchased the house because of its association with Hawthorne. Both Harriett and daughter Margaret gave tours of "Hawthorne's Home" to visitors.

Although the existing furnishings are well documented and largely original to the house, they include only a few pieces associated with Hawthorne. Because they were assembled by the Lothrop family they require explanation and lead visitors off onto tangents unconnected to the site's national significance.

The Wayside's location is convenient to other literary sites encouraging interpretation of the interconnected nature of associated families and friends. It is the only house that Nathaniel Hawthorne owned. It sits along a primary road into Concord and has parking. Although there is no large space for gathering groups, the adjacent barn provides space for contextual exhibits and sales. When groups exceed the capacity of the house, they can be divided with some on tour and some in the barn/visitor center.

The dual stories of Casey, the enslaved man owned by the Whitney family, and the Alcott cooperation with the Underground Railroad, provide a venue for interpreting American slavery.

Recommendations

Access to the Wayside and its stories in recent years (prior to the closure in



The Wayside's location is close to other sites which tell the stories of some of Hawthorne's famous literary associates: Louisa May Alcott, Ralph Waldo Emerson, and Henry David Thoreau.

2013 for restoration) has been primarily only through tours of the house and barn or occasional special events.

The new interpretive approach should offer a greater variety of programming (personal and non-personal services), matching topics and stories with the most effective or most accessible media. Because the building interiors are, at best, open only six months of the year, every effort should be made to make The Wayside's stories available via a range of interpretive media to visitors anytime and at all times.

Workshop participants agreed that a traditional historic house tour focused on furnishings could not adequately address the challenges and opportunities associated with interpreting The Wayside. Several other interpretive techniques matched the stories, desired experiences, goals, and targeted audiences better than a house with only rooms furnished to a post Alcott and Hawthorne occupancy.

Over the next several years, park staff will experiment with a mix of interpretive techniques and fine tune possibilities for a more permanent mix of historic furnishings and other media.

– In order to provide potential visitors

with accurate expectations of what the house offers, staff will develop content for the park website.

- Complete a virtual tour of the house and upload to the park website and digital media.
- Review language on the existing rack card and, if necessary, revise to reflect site significance and existing conditions.
- Complete and install a new wayside exhibit in the parking lot and then revise and replace existing wayside panels on the grounds.
- Alter visitor flow in the barn/visitor center by rearranging counter, sales, and exhibit space.
- Inside the house, create a new mix of furnished rooms, exhibits, and interactive programming (explore use of facilitated dialogue, discussion, self-directed activities, interactive media, and living history).

a. Experiment with shorter, more narrowly focused thematic tours. For example, there might be a tour just about Hawthorne. Match the tour route and rooms shown to the content of the tour.

The exhibit in the barn at the Wayside provides context for rise of a national literature and explores the inspirations behind the writings of the authors.



b. Since Hawthorne's story is a major draw for visitors, reopen Hawthorne's bedroom for visitors on appropriate tours.

c. Consider moving the life size exhibit figures from the barn/ visitor center into the house. Position them throughout the house in appropriate locations and use them to humanize the tour. Discuss family life, relationships, and involvement in issues and reforms of their era. Supplement with scripted videos that provide vignettes of family life.

d. Integrate readings from the authors' works into the guided portion of a house tour.

e. Place some furnishings in storage in order to create space where visitors and the community are invited to participate in dialogue about American identity and some of the unresolved issues of the American Revolution (individual rights, citizenship, legal status of immigrants, etc.). The house "witnessed" landmark events in U.S. history; what contemporary events will history endorse as benchmarks? Retain at least representative furnishings in: the sitting room, formal parlor, Hawthorne's bedroom (west chamber); and tower room.

f. Experiment with an exhibit focused on writing and the origin of creative ideas. Build on Louisa May Alcott's quotation that she liked "good strong words that mean something." Explore what inspired Alcott, Hawthorne, and Sidney. Allow visitors to read or listen to excerpts from each author. Encourage visitors to write, perhaps using standing desks like the one Hawthorne used in the house. Experiment with programming focused on literature and writing or reading, perhaps a reading group focused on 19th century New England literature or contem-



porary writings about the same issues and settings Hawthorne, Alcott, or Sidney explored.

Restored by Save Our Heritage, Barrett's Farm became part of Minute Man National Historical Park in 2012.

g. Create and offer tours with a special emphasis for Mother's Day, for example, or a tour that presents the house through the eyes of a servant or worker or children associated with the house. Build a collection of these tours that would allow future visitors to choose topics that interest them. Develop a delivery mechanism for these videos.

h. Invite author descendants to the house for a reunion.

i. Consider adding evocative sounds to the rooms, perhaps recorded debates over reforms or political issues that created societal tensions.

- Seek funding for a writer-in-residence program that sponsors an author to write on a topic inspired by *The Wayside*, one of the authors, or the evolving legacy of the American Revolution. Participating authors would offer writing workshops and readings throughout their tenure.
- Join the National Writing Program "Project Write" program to involve youth in writing and use *The Wayside* to develop content and provide stories of inspiration.



When the British troops marched out from Boston on April 18th to search for weapons and supplies, Colonel Barrett's Farm was one of their primary destinations.

- Sponsor a children's literature program that connects younger students with titles produced by The Wayside authors. Hold readings on and off site; if off-site include invitations for families to visit the house.
- Strengthen links to related sites particularly those associated with authors, slavery, and the Underground Railroad. When completed, explore a suitable venue and mobile options for showing the video.
- Continue to work with Tufts University on a video focused on the women of The Wayside. When completed, explore a suitable venue and mobile options for showing the video.
- Develop a self-guided tour of the landscape around the house. Link the house to April 19 and its location along the highway. Discuss relationships with neighbors. Interpret use of the landscape for inspiration, Hawthorne's use of hillside trails for thinking, and the overall appearance of the grounds including the impact of the 1938 hurricane.
- Experiment with outside evening programs linked to literature and creative expression.
- Explore expanded use of social

media perhaps posting a quotation of the day chosen from each author's body of work.

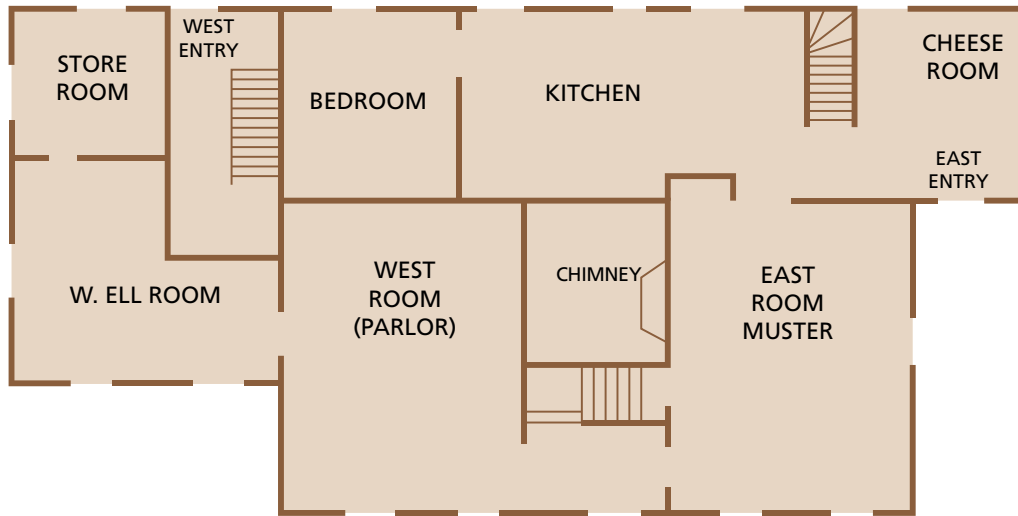
- Create programmatic access to interior spaces that are interpreted but are not physically accessible.
- Incorporate living history events such as a first person presentation by Nathaniel Hawthorne, a conversation between Nathaniel and Sophia Hawthorne, or "Chiefly About War Matters," exploring the author perspectives on the Civil War and Concord's involvement with the Civil War.
- Establish a volunteer program for the Wayside and include a special program for high school youth to present living history interpretation and special programs at the site (based on the Concordant Volunteer program model in place until 2008).
- Develop collaborative programming with partners at neighboring literary sites to meet visitor expectations and needs.

Recommendations that address the interpretive potential of Barrett's Farm

Background

On April 19, 1775, British regulars marched through Concord intent on searching the home of Colonel James Barrett and seizing artillery and ammunition they thought was hidden at Barrett's Farm. Although they found nothing, the British march, culminating at the Barrett farmhouse, triggered the opening salvos of the American Revolution.

In 2004, a Concord nonprofit Save Our Heritage purchased the Barrett House and 3.4 acres of land. In 2012, they completed restoration of the house and transferred ownership to the National Park Service creating an additional opportunity to interpret a critical aspect of April 19.



Barrett's Farm is currently open to the public at least twice each year. Volunteer reenactors work with park interpreters to create historical vignettes and demonstrations to interpret the Barrett family and the events of April 19.

During a November 2014 planning workshop, participants discussed the interpretive potential of Barrett's Farm. They identified several primary stories linked to the overall park themes and significance, and made recommendations for both short- and long-term action.

For more background information on Barrett's Farm, including architectural drawings, see <http://www.jamesbarrettfarm.org/>

Primary Barrett Stories

1. Leadership and Preparation

Because of the roles played by Col. Barrett and his family, Barrett's Farm is an excellent venue for interpreting leadership and preparation. Who were the local leaders and how did they prepare to resist what they considered encroachments on their rights as British subjects? What military stores did they collect and where were they hidden? How did the British know where to search?

2. April 19 Destination

Because Barrett's Farm was the destination of the British regulars that marched from Boston in April 1775, it played a critical role in the events of April 19, a role that puts other events of the day into perspective. Barrett's helps complete the park story by shedding light on why the colonists

were willing to fire at North Bridge and answering the question: Did the British soldiers find what they were looking for? Was the British soldiers' mission successful?

3. Family and Farm

When the British arrived at the Barrett Farm, Col. Barrett was not there. Instead, the soldiers confronted, the colonel's wife Rebeckah. That encounter, and the farm setting itself, introduces many stories associated with rural Massachusetts life. Barrett's Farm has the potential to further humanize the park's stories and provide insights into the roles of women and interlocking relationships among relatives, friends, and neighbors. The Barrett family provides a window into colonial society organization, Massachusetts farm operation, and the lifestyle that many of the participants on April 19 were fighting to preserve.

Site Conditions

The significant interpretive potential of Barrett Farm is tempered by existing conditions that need to be addressed.

The restored house and setting make the farm an important, evocative, blank slate for interpretative media. Critical and well-documented events occurred on site. Personal stories associated with the farm humanize the story. The restored interior represents the lifestyle of an upper

class agricultural family. The restoration itself is well-documented. Only a few items with connections to the Barretts and the farm exist, although not in NPS possession: in addition to the house fabric itself, there is a door from the house; a desk now owned by the Connecticut Daughters of the American Revolution; Col. Barrett's musket, powder horn, and sword (at Concord Museum); and a corner cabinet from the house.

Current conditions that need remedies include: no restrooms (for staff or visiting public) ; water but no plumbing suitable for public use; no climate controls; no suitable, stabilized parking; small interior spaces; no exterior walkways for pedestrians; and no budget or staffing for significant expansion of either personal or non-personal interpretive media.

Recommendations

Given the importance of the Barrett Farm's association with April 19, participants in the November 2014 planning workshop reached general consensus that interpretation of the property adds a significant chapter to the overall interpretive story. They also felt that the interpretive tools chosen to make those connections to park themes needed to be a mix of media

specific to the important storylines, existing documentation, and space limitations.

In the short-term, interpretation will experiment with options, gather additional content, and initiate more detailed exploration of long-term options.

Even at this early stage of planning, obvious limitations make it highly unlikely that those long-term options will include furnishing the interior of the Barrett House. Combined with cost, security for artifacts and visitor flow, there is no evidence that original furnishings, with adequate documentation, exist. Other interpretive media offer more opportunities to link the house to identified themes in flexible, compelling ways.

In order to design an interim visitation plan, the flow of visitors through the house can link certain aspects of the story to specific, first floor interior spaces (at present, only the first floor will be open to visitors and used for interpretive media).

- Build on an existing Committee of Safety living history program and adapt for use in the Barrett House parlor (east muster room). Staff in period dress will invite visitors to listen to and join in discussions



Barrett's Farm, 1894

of Committee of Safety concerns. There will be reproduction tables and chairs in the muster room as well as maps of the countryside. This combination of programming, discussion, and reproduction props will focus on preparation for resistance, dispersal of military stores, leadership and command structure of the militia, and options should the British march to seize the supplies.

Since this program covers many aspects of the current military supply exhibit, it should be evaluated as an alternative to the exhibit now inside the house.

Because staffing this program is not possible on a daily basis, consider video taping these programs so they can be re-purposed for other interpretive programs, perhaps used online, for schools, or when staff are not available.

- Develop a program for the “cheese room” and “kitchen” that builds on the documented confrontation between Rebeckah and British soldiers. Programming should include different perspectives on the same event and the role of women and rural New England life in shaping resistance. Consider both living history and the alternative of a recorded program with voices to help visitors relive the confrontation. Discuss what props or exhibits would be needed to support this aspect of both April 19 events and the farm story.
- Identify a first floor space to include the Barrett’s enslaved African Phillip in the story.
- Experiment with an interactive approach, touch screens for example, that helps audiences understand how we know what we know and explore sources of documentation—existing evidence is an important part of the farm story and should be mentioned throughout the farm



- experience. Invite visitors to analyze documentation and the roles played by scholarship, eye witness accounts, memorialization, and fictionalization in determining story perspectives. Examine the story from different points of view.
- Use existing documentation to create vignettes (physical or drawn) of room use and appearance on April 19 but, more importantly, to develop place-based interpretation that links farm spaces to pivotal events mentioned in accounts to the day—Rebeckah confronting the British, for example.
- As visitors leave the farmhouse, they should be introduced to the

Peter Salem, an enslaved African, later free, fought on the side of the colonial forces in the American Revolution. This conjectural image by artist John Rush was added to the exhibit at Minute Man Visitor Center in 2013.

Park Ranger Bruce Harris portrays Peter Salem, an African Minute Man who fought on April 19, for visitors.



agricultural stories associated with rural Massachusetts in 1775. Park staff can begin to gather content for an exhibit that helps visitors understand the agricultural nature of the countryside in 1775 and how that landscape influenced both lifestyle and the fighting that occurred on April 19. As the content is available, staff should experiment with ways to present that story.

- Plan and install a wayside exhibit that interprets the historic farm landscape. Barrett’s Farm is one of the more evocative agricultural landscapes associated with the park. Adjacent land is still farmed.

The location of the wayside should be chosen with care. The existing produce market across the street from the farmhouse sits on town land and might make a good location to engage audiences on a regular basis, not just during special events.

- In the short-term, open the house for special events twice each year. Dates will be chosen to correspond to themed annual events.
- Create a lesson for 8th grade students focused on leadership. Consider ways to adapt some of this material for a command and leadership interactive exhibit onsite.

- Use the park’s website to share additional information on the farm and specifically on restoration. Consider adding information about Barrett artifacts with links to other sites and adding information about the sources used to document interpretation (how we know what we know). Provide links to other websites that contain detailed information on the house, for example see <http://www.james-barrettfarm.org/>
- Experiment with new strategies to help visitors find the site. In the short-term, these solutions need to be temporary, used only for special events when the farm is open. Longer term, these experiments can help determine more permanent wayfinding and site promotion.
- Work with the Battle Road Scenic Byway: Road to Revolution to mark the farm as the destination of the British march on April 19.
- Write and submit a PMIS project proposal for funding the development and installation of an interpretive exhibit at the house. This interpretive exhibit should be developed based on lessons learned about visitor expectations and interactions with interpretive media and methods introduced in the short term. The exhibit

can provide a mix of interpretive vignettes with reproduction items, interpretive panels, appropriate furnishings to set the appropriate historic scene, and media perhaps including voices to recreate meeting conversations or the encounter between Mrs. Barrett and the British soldiers.

Recommendations that enhance interpretation of the presence of African Americans in park stories.

The park is committed to offering audiences the opportunity to consider the events of April 19 from multiple points of view and to use personal stories to humanize both the events of the day and the impact they had on actual people. To accomplish those goals, the park sponsored a public workshop to review recent research on patriots of color and to solicit recommendations for this interpretive plan.

Generally, the park needs to: continue gathering well-researched information; build a network of groups or individuals interested in interpreting African American history; collaborate with partners already involved with interpreting similar stories; train staff and volunteers; and experiment with integrating this new content into all programming. Specific actions include the following:

- Identify partners who can provide advice on teaching about diversity and including up-to-date scholarship in both educational and interpretive programs.
- Integrate new research into existing interpretive programming and develop new programming. Add content to website for use by students, virtual audiences, and others.
- Develop a strategy for expanded outreach that includes new partners interested in interpreting African American participation in the American Revolution. Consider recruiting re-enactors of color and new volunteers. Meet with local educators and students who attend schools with diverse enrollment.
- Request funding to continue the scholar-in-residence program as a way to gather more information on the people of color who lived in the park's witness houses, along Battle Road, and in Concord.
- Explore the use of scripted programs performed by actors and designed to shed light on the lives of local people of color during the Revolution. Design programs so that they address universal concepts. Contact regional drama schools or theater groups to help formulate a realistic strategy to develop scripts and recruit actors.
- Apply to the NPS Academy and NPS Cultural Resource Diversity Internship programs to diversify participants in the park's living history program.
- Videotape programming that includes people of color and re-purpose for other interpretive uses.
- Develop new program ideas that focus on the varied meanings of liberty and freedom. Engage visitors in facilitated dialogue that explores what those concepts mean to them. Consider how meanings change over time. Collaborate with partners, including Robbins House volunteers and staff.
- Develop an activity that explores family life from different points of view including wealth and race.
- Locate and offer training to staff, volunteers, and partners that explores how to interpret sensitive topics including slavery, race, and diversity.
- Continue networking with other NPS units so that information and programming are shared.



Appendices

- Appendix 1: Action Plan (2015-2018)**
- Appendix 2: Interpretive Theme Matrix**
- Appendix 3: Legislation**
- Appendix 4: Visitor Services Division Staffing**
- Appendix 5: Volunteers-in-Parks**
- Appendix 6: Existing Conditions**
- Appendix 7: Audiences**
- Appendix 8: Service-wide Interpretive Report**
- Appendix 9: Accessibility**
- Appendix 10: Full Potential**
- List of Participants**

Appendix 1 – Action Plan

This plan shows the actions that will be taken to implement the recommendations in the Long- Range Interpretive Plan. It should be updated annually and become the basis for annual planning and accountability within the division.

Approach Used for Setting Priorities for the Action Plan (based on C2A, I,E,&V Strategic Plan, Centennial goals, and opportunity)

- **Biggest Impact First:** Changes and improvements benefitting the highest number of visitors will have the highest priority (web development, orientation, and wayfinding).
- **Non-personal Services:** A high priority (staff time, budget, and project requests for funding) has to be given to development of digital media, social media, and non-personal services.
- **Next Generation Visitors:** Continuing to invest staffing, budget, and project requests for funding in education: on site and distance learning programs for students, youth projects in the park, and professional development for teachers will continue to be a high priority because of the need to attract new audiences and create next generation visitors.
- **Meet Changing Audience Needs:** Invest in developing staff skills with new interpretive techniques, developing content for new media, providing more self-directed learning opportunities for visitors.
- **Work through Partners:** Identify projects that match the mission and capabilities of willing partners.
- **Community Involvement and Civic Engagement through Volunteers:** Continue to build on the park's strong program of volunteer and community involvement.
- **Improve opportunities for visitors to recognize the park as part of the NPS and connect with the concept of national significance**



Park Ranger Jim Hollister fires a musket.

Action Items:	Identifies the action or the task; the work that will be done
Target Date:	An "x" appears in the year(s) the work will be conducted
Lead:	The title of the person primarily responsible for monitoring and managing action
Budget:	Includes any budget amounts or accounts or PMIS or grant needs if applicable

MINUTE MAN NATIONAL HISTORICAL PARK ACTION PLAN

What Action Items	When Target Date				Who Responsible	How Much Budget/PMIS
	FY15	FY16	FY17	Future Years	(Lead)	(if applicable)
Orientation and Wayfinding						
Develop cluster approach to visitor experience – create new maps and content for kiosks, web, publications, and VCs	x	x			Program Information Coordinator (Hollister); all	
Improve information for planning a visit in advance and on day-of- (basics in year one, revise and add in years 2 and 3)	x	x	x		Lead for Visitor Centers (Fuller), all	
Try new solutions to arrival confusion re MMVC/HQ	x	x	x		All	
Complete site bulletin about stone walls, agricultural landscape, livestock (for web)		x				
Interpret the park as part of the NPS- VCs; create more NPS visibility at Patriot’s Day events	x	x			Chief of Interpretation; Education Coordinator (Hollister) Lead for Wayside (Blees); Volunteer Coordinator (Fuller)	
Develop tear-off maps for each cluster or loop- include interpretation and safety info (in house pilot in year one, revise and print in year two, three as funding permits)	x	x	x		Program Information Coordinator (Hollister)	
Collaborate with park colleagues to obtain funding and improve signage in the park to update signs and create sense of arrival (site-specific pole banners at major sites)			x	x	Chief of Interpretation	Project funding needed
Targeting Youth/Education						
Form a teacher advisory group to inform major decisions, market programs	x				Education Coordinator (Hollister)	
Actively seek and apply to new sources for Public History interns- NPS Academy, Cultural Diversity Program, Gettysburg College, others	x	x	x	x	Chief of Interpretation	Project funding; park housing
Become a park partner in the National Writing Program to create 2-week summer program for youth	x	x	x		Chief of Interpretation/ Seasonal Training Lead (Blees)	
Revise and adapt pre/post-visit materials for teachers for web-based use; develop variety for self-directed visits		x	x		Education Coordinator (Hollister)/ Chief of Interpretation	Apply for Project funding for web design work

Review and restructure the materials on the park website for teachers and market them		x			Education Coordinator (Hollister)	
Provide professional development opportunities for teachers with and through partners linked to a Park for every classroom and service learning opportunities including Teacher-Ranger-Teacher positions	x	x	x	x	Education Coordinator (Hollister)/ Chief of Interpretation	Requested project funding 2015 2016
Pilot a distance learning program for schools through Freedom's Way	x				Education Coordinator (Hollister)	Grant funding through Freedom's Way
Expand distance learning opportunities to reach national audience (as funding for staff becomes avail)		x		x	Education Coordinator (Hollister)	Funding through Freedom's Way or other opportunity
Rehabilitate Hargrove Barn for use with education and youth programs to expand capacity/meet need		x	x		Chief of Interpretation / Education Coordinator (Hollister)	PMIS project#
Improve system and stabilize staffing for handling school reservations; evaluate opportunities through NPS education portal		x		x	Education Coordinator (Hollister)/ Chief of Interpretation	Additional funding for STF VSA needed
Develop an education program/materials for students appropriate for the Wayside			x		Lead for Wayside (Blees) / Education Coordinator (Hollister)	
Look for opportunities to work on or develop projects tailored to reach youth of under-represented groups (Latinos, African Americans, Asian Americans)	x	x	x	x	Chief of Interpretation	Opportunity and project funding based
Targeting International Visitors						
Create a tool/opportunity to determine additional languages for which interpretive materials are needed	x				Chief of Interpretation	
Develop essential materials in foreign languages			x		VC Lead (Fuller)	
Targeting Virtual Visitors						
Add more content to park website	x	x	x		Web Administrator (Hollister) with content from all	
Expand park's social media presence-develop a plan and pilot in year 1, revise for future years	x			x	Chief of Interpretation PIO	
Consider strategy for developing and use of electronic newsletter with/through Friends			x		Chief of Interpretation	
Targeting Families						
Develop and provide engaging activities at witness houses within each cluster of programming	x				Living History Lead (Hollister) and Lead for Wayside (Blees)	
Complete work on Choose Your Story for 10-14 year olds; revise and market Junior Ranger programs	x	x		x	Web Administrator (Hollister)	
Work with EN to expand sales space at MMVC and sales items available for families and children		x			Chief of Interpretation	

Targeting Bus Groups						
Develop mailing list- electronic or postal addresses- to provide program updates and information	x				Web Administrator (Hollister)/ Reservations (Kienle)	
Safety						
Add appropriate safety messages to all programs	x				All	
Include safety messages in every kiosk, on publications, digital media, website	x				Web Administrator (Hollister)	
Visitor Experience						
Replace wayside exhibits on Wayside landscape			x		Lead for Wayside (Blees)	
Develop a corps of Battle Road Trail Guides who can walk or bike the trail and provide info for visitors in all seasons; intro for summer in year one, expand in future years (include dog walkers)	x	x	x	x	Lead for Visitor Centers (Fuller) with support from all for training; LE	
Continue Scholar in the Park program to research enslaved residents on the Battle Road in 1775	x				Chief of Interpretation	Funding from Friends
Develop interpretation guides for each of the witness houses to be staffed (connect to cluster concept)	x	x		x	Living History Lead (Hollister)	
Develop a strategy to integrate scholarship about Patriots of Color and slavery in NE into interpretive programs and materials	x	x			Chief of Interpretation/ Lead for Wayside (Blees)/ all	
Include recreation/exercise info for use of the trail for kiosks, website, and publications	x	x			Web Administrator (Hollister)	
Develop strategy to create visitor engagement through programming to connect park themes to 21st century issues- personal services, blog for web, chat through social media		x	x		Chief of Interpretation /all	
Complete site information, map, and first tour to launch My Tour Guide phone app; add North Bridge and Wayside to cell tour and/or app	x	x			Web Administrator (Hollister) (with content from Blees and Fuller)	
Create the Guide and post markers for cell phone to make it more "visible" for use in all seasons	x				A-V/Media lead (Fuller)	
Develop self-guided "walk" to Paul Revere Capture	x				Lead for Visitor Centers (Fuller)	
Upgrade Road to Revolution multi-media program	x				Chief of Interpretation A-V lead (Fuller)	
Develop new exhibit based on Parker's Revenge for MMVC		x	x		Chief of Interpretation / Living History Lead (Hollister)	
Create new opportunities to make multiple points of view about park story regularly available		x			Chief of Interpretation	
Collaborate with re-enactors to provide special events and a new exhibits (18th century clothing, Parker's Revenge)	x	x	x	x	Living History Lead (Hollister)/ Chief of Interpretation	

Develop content for website about climate change –research results and impact visible	x				Lead for Wayside (Blees)	
Develop programming opportunities about climate change and other natural features through volunteers and partners (opportunity based)		x	x	x	Chief of Interpretation	Collaborate with partProject funding neededners
The Wayside						
Add site specific content and orientation information to park website	x	x	x		Lead for Wayside (Blees)	
Have new photographs taken when restoration is complete		x			Chief of Interpretation	
Replace the interpretive exhibit in Wayside Barn				x	Lead for Wayside (Blees)/ Chief of Interpretation	Project funding needed
Write rationale/revise furnishing plan to reflect new tour route and programming for interpretation	x				Lead for Wayside (Blees) with Park Curator	
Improve visitor flow in the Barn VC with new furnishings and floor plan	x				Lead for Wayside (Blees) and Chief of Interpretation	
Make Sky Parlor and second floor accessible through media		x			Lead for Wayside (Blees)	
Develop new interpretive plan-and reopen the house with the changes in place; develop new tour outlines	x				Lead for Wayside (Blees)/ Chief of Interpretation with Curator/Museum Tech	
Plan reopening as a centennial event for the park	x				Lead for Wayside (Blees)/ Chief of Interpretation	
Experiment with new programming to engage visitors and attract new audiences		x	x		Lead for Wayside (Blees)	
Explore options and opportunities for collaborative programs and tours with literary partner sites		x	x		Lead for Wayside (Blees)/ Chief of Interpretation	
Work with Tufts professor and students to develop the film linked to Women's History	x	x			Lead for Wayside (Blees)/ Chief of Interpretation	
Conduct oral history interview project	x				Lead for Wayside (Blees)/Curator	EN Grant funding requested
Barrett's Farm						
Work with park management team to develop the site- parking, restrooms, etc.			x		Chief of Interpretation	
Develop a concept plan for interpretive exhibit and apply for funding for 2018		x			Chief of Interpretation	Project funding required
Develop lesson plan about leadership for students for distribution via website		x			Web Administrator (Hollister)	Use TRT
Add new content to park website/link to Barrett.org	x			x	Web Administrator (Hollister)	



When militiamen fired at and killed the king's soldiers on April 19, 1775, it was a watershed event that compelled people in each of the 13 colonies to take a stand.

Appendix 2 – Interpretive Theme Matrix

Lexington and Concord: Opening Battle of the American Revolutionary War	
<p>Few Americans were yet ready to contemplate independence from Great Britain, but when militiamen fired at and killed the king's soldiers on April 19, 1775, it was a watershed event that compelled people in each of the 13 colonies to take a stand.</p>	
Concepts	Topics and Stories
Theme # 1	
<ul style="list-style-type: none"> • Describe how the British government's decision to declare Massachusetts to be in rebellion and to suppress the rebellion by force made an armed confrontation likely. • Describe what happened on April 19, 1775 and why it is important. Place the event in the timeline of the American Revolution. • Describe that there were other skirmishes that led up to what happened in Lexington and Concord: Powder Alarm, Leslie's Retreat, Boston Massacre, etc. • Introduce some of the key participants in the event and in events leading to the battles and the aftermath: Buttrick, Barrett, Davis, Parker, etc.. • Explore the global context of the causes and effects of the Battle of Lexington and Concord. Debate whether these make the event worthy of being called "the shot heard round the world"? • Explain what was significant about the event. (First military action under order, resulted in bloodshed, first time ordered to shoot...never turned back.) • Describe how these events were reported and affected other colonies/the political situation. • Explore a range of contemporary opinions about the battles, their causes and effects. • Explore the (ramifications? meanings? implications?) of overseas military action and occupation. • Explore the role of propaganda (i.e. Doolittle prints). • Explore how loyalty is determined and tested. Consider the effects of a civil war on a population. • Discuss the reluctance of the colonials to fire first (or at all). Discuss the point of view of the British soldier. • Explain that although the country was effectively at war after April 19, independence was not declared for more than a year. Why the delay? 	<ul style="list-style-type: none"> • Lexington Alarm • Capture of Paul Revere • The landscape of the battle and how it influenced the fighting and tactics. • Events leading up to April 19- American Revolution did not start in one day • Weapons and tactics of the battles • Military "lessons" of Concord: were they misleading • Attitudes of the colonials toward the King • Minutemen vs. militia: who served? • Colonial military organization (or lack thereof) at Concord • British soldier point of view • Treason?

Lexington The “Embattled Farmers” Defend Their Way of Life

Despite their largely English origins and participation in the British imperial economy, the militiamen who responded on April 19, 1775 felt that their way of life was ~~now~~ threatened by British aggression.

Concepts	Topics and Stories
Theme # 2	
<ul style="list-style-type: none"> • Describe how the British Describe how Minutemen and militias were organized by town and district and reflected the interconnected society of families and communities in New England. • Explore what the Minutemen & militia were fighting for: homes, way of life, personal independence, and right to self-governance. (Ask if they were fighting for a new nation). • Describe the types of varied opinions held by Minutemen and people in their communities. • Explore the structures and functions of colonial society that had developed differently: economy, government, school, church, politics • Explore and define British aggression. • Investigate the issues of liberty as understood by the American colonists. Compare and contrast that with definition of liberty of Americans today. • Explore and describe who were the Minutemen; their communities, relationships, organizations. Explore to what extent individuals were fighting for a common purpose. • Discuss what makes people fight. Analyze the issues and responsibilities of liberty and self-determination. • Explore what it means and what would motivate (or be needed to motivate) people to risk life and property to defend it. • Analyze how debate over taxation and liberty resulted in treason and bloodshed. • Describe the long and short-term effects of the battles of Lexington and Concord. • Explore how the concept of citizen-soldier was defined/shaped/influenced by the Minutemen. • Describe the community context (relationships, organizations, kinship, alarm systems, etc.) of the world of the Minutemen. • Explore the concepts of duty, loyalty, patriotism, responsibility, civic duty, citizenship, treason, ____. • Explore issues of defense of family and home. • Discuss the Loyalty Oath to King George, rights of liberty, rights as Englishmen, self-determination. • Relate the roles/feelings /? of British soldiers and their leaders concerning British 	<ul style="list-style-type: none"> • Minutemen • Their leaders • British soldiers • Minutemen as citizens • Liberty • Boycotts and non-importation • Role and participation of women • Structures and functions of New England colonial society • Shot heard round the world • Concord • Major John Buttrick, Colonel Barrett, Issac Davis, • Patriotism • Sacrifice and Duty • Treason • Patriots of Color • Concord Hymn • Who Shot First? • Rebels, Redcoats, Homespun Heroes

aggression.

- Describe the role that the American right to keep and bear arms (Second Amendment) was influenced by actions of April 19, 1775 in both fact and lore.
- Explore concepts of sacrifice [in wartime, in a military action, etc.], the concept “freedom isn’t free”—what were the prices paid/potential prices paid for participants.
- Explore the paradox of New Englanders becoming increasingly absorbed in the imperial economy while at the same time taking up arms against it.
- Trace the military careers of the Minutemen to point out that most did not become long-term Continental soldiers).
- Explore the ways in which New Englanders were similar or different from people of the other American colonies and from England
- Explore the concept of Independence and how it has changed over time.
- Explore the role of colonists: simultaneously British subjects as well as members of local New England towns and communities. Discuss which was most important ?

April 19, 1775 in Memory: Shaping an American Identity

Almost immediately, the dramatic events of April 19 were incorporated into an American creation story, used initially to justify opposition to the British crown and later to help define a national identity.

Concepts	Topics and Stories
Theme # 3	
<ul style="list-style-type: none"> • Describe how symbols associated with the battles were used to give tangible forms to abstract concepts such as liberty. • Examine the symbolism of the commemorative features of the park. • Show how physical memorials such as statues, plaques, literary and artistic works attempted to fix a permanent meaning for the events of April 19, but the symbols and monuments themselves have often been contested. • Analyze commemorative features and how they both reflect their own times and how they have evolved over time. • Describe how the famous phrase from the poem, Concord Hymn, “the shot heard ‘round the world” implies a universal striving for American values, but may only have expanded the debate into a worldwide forum. • Debate whether the military actions at Lexington and Concord represent “The shot heard ‘round the world.” • Discuss differing conceptions of liberty, democracy, and diversity, and how they differ across time and place. • Describe how in sustained efforts to restore a commemorative landscape, the NPS has sought to create a setting that will encourage visitors to contemplate the meaning of April 19, 1775 and to understand the world from which the Minutemen came forward. • Examine stories of American origins at Lexington and Concord and explore what they were designed to say about the nation and its people. Evaluate if they are relevant/necessary/change over time. • Debate who and how people both developed and used stories of Lexington and Concord that helped to invent or define the American identity and character. • Explore why (and when) Americans construct stories about national identity and character. What do they say about American identity? • Evaluate the American character represented by the natural and historical resources and commemorative features of the park. Are they accurate? An ideal? What role do they play in American life? • Describe how art and literature have shaped thoughts about the Minutemen, and the events at Lexington and Concord. • Explore how literary works helped to forge an American literary identity. • Describe why it was important for citizens of the new republic to create a literary 	<ul style="list-style-type: none"> • Writers/Artists • Users of Minute Man Statue and bridge as icons • Liberty • Democracy • Diversity • Freedom • Commemorative Landscape • Sacred Ground • Landscape preservation • Cultural landscape • Shot heard round the world? • Doolittle Prints • Committee of Correspondence • Preservation • Memory • Creation Myths • American identity

identity and traditions.

- Explore the differences between events and memory. What can be the motivation for shaping memory? Explore the differences between actual events and memory. Do the discrepancies matter? How? Why do myths about national origin emerge?
- Describe the NPS efforts and challenges to restoring an agrarian landscape in suburbia. (contested memory)
- Analyze the factors that influenced the establishment of Minute Man National Historical Park in 1959.
- Discuss Mrs. Lothrop's role in preservation and the link between historical preservation and preserving memory. (Preserving a tangible setting linked to the creation myth.)

The Wayside and the Legacy of the American Revolution

At the Wayside, eminent authors, Nathaniel Hawthorne and Louisa May Alcott, were at the center of developing a cultural identity for a newly independent nation.

Concepts	Topics and Stories
Theme # 4	
<ul style="list-style-type: none"> • Describe how the British Describe how 19th century American authors, Nathaniel Hawthorne, Louisa May Alcott worked to establish a unique American literary identity and in their lives struggled with issues such as slavery that tested the ideals of the Revolution. • Describe the role of the Wayside’s occupants, Nathaniel Hawthorne, Louisa May Alcott and others on American literary history. • Describe the role that specific literary works played in popularizing the events in Lexington and Concord. • Describe how the authors and their community wrestled with/were activists regarding issues left over from revolution such as slavery, abolition, women’s rights, and national character and identity. • Describe the role of slavery and abolition as issues left over from the American Revolution—and as part of its America’s continuing evolution. • Describe the authors’ and their community’s role in American literature and especially in creating a unique American literary identity. • Explore the political views and actions of some of the famous Concord writers. • Trace the history and role of slavery in New England. • Describe how and why the Lothrop’s preserved the Wayside. What were the motivations of those who were instrumental in preserving and interpreting it? • Describe the connections of the Wayside to April 19, 1775 and the story of the Whittneys. • Discuss Slavery and rights for women as unresolved issues of the American Revolutionary War. • Explain how establishing an American literary identify is part of the legacy of the American Revolution. • Describe the American settings and classic themes retold in an American context by the authors: light and dark side of human nature, coming of age, the journey of discovery, and love. • Explore how the authors were influenced by the questions, challenges, and politics of the time in which they lived: Slavery, Abolition, the American Civil War, reform movements, gender spheres, industrial revolution, religion and faith, family, etc. • Discuss their efforts and impact on defining what it means to be “American.” 	<ul style="list-style-type: none"> • Hawthorne, Alcotts, Sidney • Literary works such as:??? • Preservation story; Harriet and Margaret Lothrop • Continuing struggle for civil rights • Abolition • Casey the runaway Whitney slave • Slavery in Massachusetts • Underground Railroad stories of the Alcotts • Casey and Caesar Robbins • Rise of a national literature • Concord’s literary community including Thoreau and Emerson • Women and the American preservation movement • America’s cultural independence • The Lothrop’s and patriotic themes for children’s literature • The creative process

Appendix 3 – Legislation

Act to Establish Minute Man National Historic Park (September 21, 1959)

590

PUBLIC LAW 86-319—SEPT. 21, 1959

[73 STAT.]

or interest in and to such lands on the part of the United States, the lawful owners thereof, all right, title, interest, claim, or demand that the United States may have in and to so much of the lands in blocks 80, 81, 82, 83, 93, and 94 of Irondale subdivision in section 28 and in block 5 of South Irondale subdivision in section 33, all in township 2 south, range 67 west of the sixth principal meridian in Adams County, Colorado, lying north of the south right-of-way line of State Highway Numbered 2 (United States Numbered 6) adjacent to the Rocky Mountain Arsenal, Denver, Colorado.

Approved September 21, 1959.

Public Law 86-319

AN ACT

September 21, 1959
[H. R. 4857]

To amend section 4233 of the Internal Revenue Code of 1954 to provide that the exemptions from the admissions tax for athletic games benefiting crippled or retarded children shall apply where the participants have recently attended designated schools or colleges as well as where they are currently students.

Admissions tax.
Athletic games.
72 Stat. 88.
26 USC 4233.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That paragraph (11) of section 4233(a) of the Internal Revenue Code of 1954 (relating to exemptions from the tax on admissions) is amended by adding at the end thereof the following new sentence: "In determining whether a team participating in an athletic game is composed of students from elementary or secondary schools or colleges for purposes of this paragraph or paragraph (1)(C)(i), an individual who is a member of such team shall be considered a student from an elementary or secondary school or a college if he was a student of such school or college at any time during the 8-month period ending on the date of the athletic game."

SEC. 2. The amendment made by the first section of this Act shall apply only with respect to amounts paid on or after the date of the enactment of this Act.

Approved September 21, 1959.

Public Law 86-320

AN ACT

September 21, 1959
[H. R. 5257]

To amend section 1915 of title 28, United States Code, relating to proceedings in forma pauperis.

62 Stat. 954.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1915(a) of title 28, United States Code, is amended by deleting the word "citizen" and inserting in place thereof the word "person".

Approved September 21, 1959.

Public Law 86-321

AN ACT

September 21, 1959
[H. R. 5892]

To provide for the establishment of Minute Man National Historical Park in Massachusetts, and for other purposes.

Whereas the outbreak of the War of the American Revolution was essential and prerequisite to the achievement of American independence and the creation of a Federal Government; and

Whereas the events relating to the beginning of Revolutionary hostilities on the 18th and 19th of April 1775, and associated with Paul Revere, the Minute Men, and the British are of great importance in American history; and

Whereas a number of historic properties, buildings, sites, and objects in Boston, Massachusetts, and the vicinity, thereof, including the road and roadsites between Lexington and Concord, are intimately connected with the events that opened the war, and consequently, merit preservation and interpretation in the public interest as prime examples of the Nation's historical heritage: Therefore

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to preserve for the benefit of the American people certain historic structures and properties of outstanding national significance associated with the opening of the War of the American Revolution, Minute Man National Historical Park is hereby authorized to be established in the Commonwealth of Massachusetts.

Minute Man National Historical Park.
Establishment.

The park shall comprise not more than seven hundred and fifty acres as may be designated by the Secretary of the Interior from within the area beginning at Fiske Hill and thence lying along Massachusetts Avenue, Marrett Road and Marrett Street in the town of Lexington, along Nelson Road, Virginia Road, Old Bedford Road, and North Great Road or State Route 2-A in the town of Lincoln, and along Lexington Road, Monument Street, Liberty Street and Lowell Road in the town of Concord to and including the North Bridge and properties on both sides of the Concord River in the vicinity of the North Bridge.

Sec. 2. The Secretary of the Interior is authorized to acquire by donation or with donated funds, or with funds hereby authorized to be appropriated, lands and interests in lands within the area designated for the park. Administrative jurisdiction of Federal lands lying within the area designated for the park shall, with the concurrence of the Federal agency involved, be transferred to the Secretary of the Interior for administration as a part of the park.

Acquisition of land.

The park shall be established as Minute Man National Historical Park by notice in the Federal Register when the Secretary of the Interior finds that sufficient lands within the designated area have been acquired to warrant such establishment.

Notice in F. R.

Sec. 3. To provide further for the preservation and interpretation of historic sites, structures, and properties lying along the entire route or routes where significant events occurred on the 18th and 19th of April 1775, in the cities of Boston, Cambridge, Medford, and Somerville, and the towns of Arlington, Brookline, Concord, Lexington, and Lincoln, including the area generally described in section 1 as lying between Fiske Hill and the North Bridge, the Secretary of the Interior is authorized, in accordance with the purposes of this Act, to enter into cooperative agreements with the Commonwealth of Massachusetts, political subdivisions thereof, corporations, associations, or individuals, and to erect and maintain tablets or markers, in accordance with provisions contained in the Act approved August 21, 1935, entitled "An Act to provide for the preservation of historic American sites, buildings, objects, and antiquities of national significance, and for other purposes" (49 Stat. 666).

Preservation of historic sites.

Sec. 4. The Secretary of the Interior is authorized to appoint an advisory commission of five members to advise him on the development of Minute Man National Historical Park, to consist of one member to be recommended by the selectmen of each of the towns of Concord, Lexington, and Lincoln, Massachusetts; one member to be recommended by the Governor of the Commonwealth of Massachusetts; and one member to be designated by the Secretary.

16 USC 461-468e.
Advisory commission.

Administration.

SEC. 5. When established pursuant to this Act, the park shall be administered, protected, and developed by the Secretary of the Interior in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535; 16 U.S.C. 1-4), as amended and supplemented, and the Historic Sites Act of August 21, 1935 (49 Stat. 666; U.S.C. 461-467).

Appropriation.

SEC. 6. There are hereby authorized to be appropriated such sums, but not more than \$8,000,000, as may be needed for the acquisition of lands and interests in lands and for development of the Minute Man National Historical Park, of which not more than \$5,000,000 shall be used for acquisition purposes, and in addition thereto, such sums as may be needed for its administration and maintenance.

Approved September 21, 1959.

Public Law 86-322

AN ACT

September 21, 1959
[H. R. 6128]

To provide for the division of the tribal assets of the Catawba Indian Tribe of South Carolina among the members of the tribe and for other purposes.

Catawba Indian
Tribe.
Division of as-
sets.

Publication in
F. R.

Shares.

Distribution.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That when a majority of the adult members of the Catawba Indian Tribe of South Carolina, according to the most reliable information regarding membership that is available to the Secretary of the Interior, have indicated their agreement to a division of the tribal assets in accordance with the provisions of this Act, the Secretary shall publish in the Federal Register a notice of that fact. The membership roll of the Catawba Indian Tribe of South Carolina shall thereupon be closed as of midnight of the date of such notice, and no child born thereafter shall be eligible for enrollment. The Secretary of the Interior with advice and assistance of the tribe shall prepare a final roll of the members of the tribe who are living at such time, and when so doing shall provide a reasonable opportunity for any person to protest against the inclusion or omission of any name on or from the roll. The Secretary's decisions on all protests shall be final and conclusive. After all protests are disposed of, the final roll shall be published in the Federal Register.

SEC. 2. Each member whose name appears on the final roll of the tribe as published in the Federal Register shall be entitled to receive an approximately equal share of the tribe's assets that are held in trust by the United States in accordance with the provisions of this Act. This right shall constitute personal property which may be inherited or bequeathed, but it shall not otherwise be subject to alienation or encumbrance.

SEC. 3. The tribe's assets shall be distributed in accordance with the following provisions:

(a) If the State of South Carolina by legislation authorizes assets that are held by the State in trust for the tribe to be included in the distribution plan prepared by the Secretary in accordance with the provisions of this Act, they may be included.

(b) The tribal council shall designate any part of the tribe's land that is to be set aside for church, park, playground, or cemetery purposes and the Secretary is authorized to convey such tracts to trustees or agencies designated by the tribal council for that purpose and approved by the Secretary.

(c) The remaining tribal assets shall be appraised by the Secretary and the share of each member shall be determined by dividing the total number of enrolled members into the total appraisal. The tribal

ACT TO REVISE THE BOUNDARIES OF THE MINUTE MAN NATIONAL
HISTORICAL PARK (OCTOBER 24, 1992)

PUBLIC LAW 102-488—OCT. 24, 1992

106 STAT. 3135

Public Law 102-488
102d Congress

An Act

To authorize the Secretary of the Interior to revise the boundaries of the Minute Man National Historical Park in the State of Massachusetts, and for other purposes.

Oct. 24, 1992
[H.R. 2896]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Minute Man National Historical Park Amendments of 1991".

Minute Man
National
Historical Park
Amendments of
1991.
Conservation.
16 USC 410s
note.

SEC. 2. AMENDMENTS TO MINUTE MAN PARK ACT.

The Act of September 21, 1959, entitled "An Act to provide for the establishment of the Minute Man National Historical Park in Massachusetts, and for other purposes" (Public Law 86-321; 73 Stat. 590; 16 U.S.C. 410s and following) is amended by striking so much of the first section as follows the first sentence thereof (including all of subsections (b) and (c)) and inserting the following: "The purposes of the park shall include the preservation and interpretation of (1) the historic landscape along the road between Lexington and Concord, (2) sites associated with the causes and consequences of the American Revolution, and (3) the Wayside on Lexington Road in Concord, the home of Nathaniel Hawthorne, Bronson Alcott, Louisa May Alcott, and Margaret Sidney, whose works illustrate the nineteenth century American literary renaissance.

16 USC 410s.

"(b) The park shall be comprised of the lands depicted on the map entitled 'Boundary Map NARO-406-20015C', dated June 1991."

(3) Section 2 is amended by inserting "(a)" after "SEC. 2." and by adding the following at the end thereof:

16 USC 410t.

"(b) The Secretary of the Interior shall transfer, without reimbursement, to the administrative jurisdiction of the Secretary of Defense the two parcels currently administered by the Secretary of the Interior, as depicted on the map dated April 1990 and numbered NARO-406/80805. The Secretary of Defense shall transfer to the administrative jurisdiction of the Secretary of the Interior, without reimbursement, for inclusion in the Minute Man National Historical Park the 4 parcels now administered by the Secretary of Defense, as depicted on the maps dated April 1990 and numbered NARO-406/80804 and NARO-406/80805.

"(c) The Secretary of the Interior is authorized to acquire by donation, purchase with donated or appropriated funds, or exchange, lands or interests in lands within the areas included within the boundaries of the park pursuant to amendments made by the Minute Man National Historical Park Amendments of 1991 (hereinafter referred to as '1991 additions'), except that—

Gifts and
property.

"(1) lands, and interests in lands, within the 1991 additions which are owned by the State of Massachusetts or any political subdivision thereof, may be acquired only by donation, and

"(2) lands, and interests in lands, within the 1991 additions which are used for noncommercial residential purposes as of July 1, 1991, may be acquired only with the consent of the owner thereof unless the property is being developed, or is proposed to be developed, in a manner which the Secretary determines to be detrimental to the scenic, historical, cultural, and other values of the park.

Nothing in paragraph (2) shall be construed to prohibit the use of condemnation as a means of acquiring a clear and marketable title, free of any and all encumbrances for any lands within the 1991 additions. Not later than 6 months after the enactment of the Minute Man National Historical Park Amendments of 1991, and after notice and opportunity for public comment, the Secretary of the Interior shall publish specific guidelines for making determinations under paragraph (2). Such guidelines shall provide for (A) written notice to the Secretary prior to commencement of any proposed development on the lands referred to in paragraph (2), (B) written notice by the Secretary to the owner of such lands of any determination proposed to be made under paragraph (2), and (C) a reasonable opportunity for the owner to comment on such proposed determination.

Real property.

"(d)(1) Any individual who owns private property acquired by the Secretary under subsection (c) may, on the date of such acquisition and as a condition of such acquisition, retain for himself and his successors or assigns, a right of use and occupancy of the property for a definite term of not more than 25 years from the date of acquisition by the Secretary or a term ending at the death of the owner or the owner's spouse, whichever is later. The owner shall elect the term to be reserved.

"(2) Unless the property is wholly or partially donated, the Secretary shall pay to the owner reserving a right of use and occupancy under this subsection the fair market value of the property on the date of its acquisition, less the fair market value on that date of the right retained by the owner.

"(3) For purposes of applying this subsection, ownership shall be determined as of July 1, 1991."

Appropriation authorization.
16 USC 410x.

(4) At the end of section 6 insert "For fiscal years after fiscal year 1991, there is authorized to be appropriated an additional \$15,000,000 for development and an additional \$7,300,000 for acquisition of lands and interests in lands."

(5) Add the following new section at the end of such Act:

16 USC 410x-1.

"SEC. 7. RESIDENTIAL OCCUPANCY.

"(a) OFFER.—In the case of each individual who—

"(1) sold residential property between 1966 and 1968 to the United States for purposes of the park, and

"(2) continues to occupy such residential property pursuant to a residential special use permit as of the enactment of this section,

the Secretary of the Interior shall offer to extend such residential special use permit for a term ending on the death of such individual or such individual's spouse, whichever is later.

"(b) TERMS AND CONDITIONS.—Any residential special use permit extended pursuant to subsection (a) shall—

“(1) permit the reasonable residential use and occupancy of the property by the individual to whom such permit is granted and such individual’s spouse; and

“(2) be subject to such terms and conditions as the Secretary may prescribe (including termination) to ensure that the permit does not unreasonably diminish the values of the park.

The extension of any such residential special use permit shall be conditional upon the payment by the individual holding such permit of an annual fee in the same amount as required as of July 1, 1991.

“SEC. 8. DEFINITION.

16 USC 410x-2.

“As used in this Act, the term ‘residential property’ means a single-family dwelling, the construction of which began before July 1, 1991, together with such land on which the dwelling and appurtenant buildings are located as is in the same ownership as such dwelling and as the Secretary designates as reasonably necessary for the owner’s continued use and occupancy of the dwelling.”.

Approved October 24, 1992.

ACT TO MODIFY THE BOUNDARIES OF THE MINUTE MAN NATIONAL
HISTORICAL PARK (MARCH 30, 2009)

PUBLIC LAW 111-11—MAR. 30, 2009

123 STAT. 1193

SEC. 7106. MINUTE MAN NATIONAL HISTORICAL PARK.

Massachusetts.
16 USC 410t
note.

(a) **DEFINITIONS.**—In this section:

(1) **MAP.**—The term “map” means the map entitled “Minute Man National Historical Park Proposed Boundary”, numbered 406/81001, and dated July 2007.

(2) **PARK.**—The term “Park” means the Minute Man National Historical Park in the State of Massachusetts.

(3) **SECRETARY.**—The term “Secretary” means the Secretary of the Interior.

(b) **MINUTE MAN NATIONAL HISTORICAL PARK.**—

(1) **BOUNDARY ADJUSTMENT.**—

(A) **IN GENERAL.**—The boundary of the Park is modified to include the area generally depicted on the map.

(B) **AVAILABILITY OF MAP.**—The map shall be on file and available for inspection in the appropriate offices of the National Park Service.

(2) **ACQUISITION OF LAND.**—The Secretary may acquire the land or an interest in the land described in paragraph (1)(A) by—

(A) purchase from willing sellers with donated or appropriated funds;

(B) donation; or

(C) exchange.

(3) **ADMINISTRATION OF LAND.**—The Secretary shall administer the land added to the Park under paragraph (1)(A) in accordance with applicable laws (including regulations).

(c) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated such sums as are necessary to carry out this section.

Appendix 4 – Interpretation and Education Division Staffing

In FY2014, the Division of Interpretation had five permanent positions and 11 temporary positions. One GS-0025/12 chief of interpretation (permanent full time), one GS-11 Curator (permanent full-time), two GS-0025/09 park rangers (permanent full time, and one GS-05 museum technician (permanent, full-time).

In addition, the division has one temporary (available for permanent 12/14) GS-07 student intake park ranger (full-time) and 10 temporary (seasonal) positions. The 10 temporary (seasonal) positions include nine GS-0025/05 park rangers and one GS-0303/03 visitor use assistant. The seasonal positions are filled April through November.

The GS-11 curator (permanent full time) position became vacant in FY14. A GS-0303/03 visitor use assistant temporary full-time and 3 GS-025-05 park ranger (temporary full-time positions) are also vacant. The number and type of seasonal positions varies year-to-year based on available funding and program needs.

Appendix 5 – Volunteers

Interpretation volunteers mainly assist with operations and public contact duties. Cultural Resources and Maintenance volunteer opportunities are largely project-based. Re-enactors comprise the largest category of volunteers, presenting living history impressions and interpretation for the visiting public. 300-400 colonial troops, British regulars, and Battle Road Guides participate in four days of events commemorating Patriot's Day each year. Various units return to the park once or twice each season to present special weekend events. Individuals volunteer hundreds of hours interpreting North Bridge or working in visitor centers throughout the season. The re-enactors are connected to the park; they personify civic engagement and stewardship. Engagement of the re-enactors is critical for the roster of special events the park is able to offer throughout the visitor season.

In recent years, the volunteer program has expanded with the addition of youth volunteers and interns, hired primarily through SCA (Student Conservation Association). Project funding maintains these youth employment opportunities. Funding is competitive so is not guaranteed. Sources and methods of application change each year. A variety of volunteer positions are available annually. See www.nps.gov/mima/volunteers for the current listing.

Management committed to a permanent, full-time Volunteer Coordinator position in 2014. Volunteer coordination is a collateral duty of GS-0025-09 Park Ranger, but has always been done by a seasonal or temporary position in the past.

FY14 Volunteers-in-Parks				
Division	# of Volunteers	% of Total Park Volunteers	# of Hours Contributed	% of Total Park Hours Contributed
Interpretation	750	89.72%	13,560	65%
Cultural Resources	2	.03%	18	0.8%
Resource Management	20	1%	2,240.00	11%
General Management	89	4.2%	2,696.00	13%
Maintenance	48	5%	1,607	6.2%
Administration	0	0	0	0
Training	11	.05	80	4%
TOTAL	900	100%	20201	100%

Appendix 6 – Existing Conditions, 2014

Visitor Facilities

Minute Man Visitor Center, formerly called the “Battle Road” Visitor Center, is the primary visitor center for the park. The building was completed in 1975 and is situated just off Interstate 95/128, along Route 2A. The building is difficult to see until you are upon it. Traveling from I-95 visitors pass the building to find the opening to the parking lot. Traveling 2A from Concord, visitors have to be able to notice the parking lot entrance first, without being able to tell a building is nearby. Handicap accessible parking is available behind the building but there are not signs until visitors enter the parking lot. The visitor center is not visible from the parking area either, and a 0.14 mile walk is required from the parking area to the facility, which discourages some visitors from going to the facility. Bus groups, which tend to be on tight schedules, often bypass the visitor center and go directly to the North Bridge. We suggest that all visitors begin their visit at this site, but the building is closed from early November through March. Approximately 100,000 visitors visit this building during the six months it is open.

The Visitor Center includes an information desk, an Eastern National sales outlet, exhibits installed in 1997, two auditoriums, restrooms, and a small office for staff. The building does not have a distinct lobby; the visitor walks right into the exhibits upon entering the front door. Visitation to the park and to this building increased with the opening of the Battle Road Trail in 1997. The facility needs an upgrade to meet the needs of today’s visitors.

The Ephraim Hartwell Tavern, built around 1733, sits along the Battle Road. It was both the home and tavern of Ephraim and Elizabeth Hartwell and their children, and played a significant role in the community as a meeting place, bar, and restaurant during the time of the Revolution. The house and the landscape around it have been rehabilitated, and the interior is furnished with replica period items. Because the Tavern sits on a rehabilitated section of the Battle Road set back from 2A and the parking area, and because it is staffed by costumed interpreters, it provides one of the best opportunities for visitors to imagine the colonial period.

The North Bridge area is the primary attraction of Minute Man National Historical Park, and it has the highest visitation. The North Bridge, actually a replacement built in 1956 and renovated in 2005, and Daniel Chester French’s Minute Man statue attract visitors from all over the world. The surroundings around the North Bridge contain many 19th-century commemorative elements, such as the Minute Man statue, the marker at the grave of the British soldiers, the 1836 monument, and the tree-lined walk leading up to the bridge.

Staff estimate that 25% of North Bridge visitors have been to the Minute Man Visitor Center before they arrive at the North Bridge.

Traffic records show that three out of four visitors park at the Monument Street parking area to access the bridge. One wayside at the head of the allee provides visitors with a park map and basic interpretive information. An additional audio wayside located along the tree-lined walk to the bridge provide an introduction to the events that took place at the North Bridge. For many visitors, this is the only interpretation or park service presence that they experience. After visiting the bridge, some visitors cross the bridge and make their way up to North Bridge Visitor Center.

North Bridge Visitor Center is located in the 1911 Buttrick Mansion on a hill above the North Bridge. Visitors can walk up to it from the bridge, or drive around

to it. Due to weight limits on a nearby bridge, buses must drive a circuitous route to get from the North Bridge parking area to the visitor center. Approximately one fourth of visitors to the North Bridge Unit park at the North Bridge Visitor Center. Some of those visitors are local residents who come to make purchases at the Eastern National outlet, walk their dogs, or exercise. People doing business at the administrative headquarters also park there.

The Wayside was the only house ever owned by Nathaniel Hawthorne, the childhood home of Louisa May Alcott, and later occupied by Margaret Sidney (Harriett Lothrop). Built before 1700, The Wayside was also the home of Minute Man Samuel Whitney at the start of the American Revolution. The Wayside is a national historic landmark. Until 2013 when it closed for restoration, The Wayside was open Wednesday-Sunday from Memorial Day weekend until the end of October.

The Wayside Barn, located next to the house, serves as a visitor center and the departure point for house tours. It contains exhibits, a small Eastern National sales area, a restroom, and a small park office.

Other witness houses along the Battle Road Trail have been open regularly during the summer season, usually on weekends: Jacob Whittemore House, Captain William Smith House, and Meriam House. All are in good condition but are unfurnished. In 2012, hands-on activity stations to provide an idea about colonial life were added at the Whittemore House. In 2014, the Lincoln Minute Men provided furnishings to create an interpretive exhibit at the Captain Smith House. All of the witness houses provide opportunities for programming, but limited staffing is the primary reason why they are not open more often.

Exhibits, Interpretive Media, and Audiovisual Media

Minute Man Visitor Center

The exhibits in Minute Man Visitor Center were installed in 1997. The exhibits provide an overview of the causes and events of the war, and an introduction to some of the key figures of the war. High on the wall across from the front door is a 40 x 15-foot mural depicting a scene of fighting along the historic Battle Road. Some visitors do not notice the mural. The introductory exhibit, which is directly to the left of the front door, is easy to miss. The exhibits contain a wealth of information, but do not relate directly to a theme and are fairly detailed. They are not particularly suited for children. All of the exhibit panels were replaced in 2012-13 because of accumulated damage and wear since 1997. The figure of Samuel Adams was replaced by Peter Salem, a Black minute man, in the exhibit in 2014. The visitor center desk is too large, has no suitable space for a fee cash register, and shows signs of wear.

Orientation and Information

Park interpreters, volunteers, and Eastern National employees staff the information/sales desk, answer questions, orient visitors, and assist visitors with purchases.

An orientation / introduction exhibit for the park is located around the corner from the information desk near the back of the building. The exhibit includes a map with an introduction to what there is to see and do at the park. It is not in a prominent, well trafficked location.

Audiovisual

A 25-minute multimedia show “Road to Revolution,” completed in 1998, gives

visitors an introduction to the events of April 18th and 19th, 1775. Shown on two screens within a stage set, the show incorporates visual settings from the area, characters from the time, and a large illuminated map that shows the movement of the troops from Boston to Concord and back. A clock shows the relative timing of the events and helps visitors understand the sequence of events. The multimedia show is in a dedicated theater, and is shown every half-hour when the visitor center is open. Seating accommodates about 60 people. The show provides an excellent orientation to the events of those two days.

North Bridge Visitor Center

Exhibits

The exhibits in the North Bridge visitor center were redesigned and installed in 2012. The main room of the visitor center is an Eastern National sales outlet combined with, more than integrated with, exhibit elements and a visitor information and sales desk. The exhibit, introducing the events at North Bridge on April 19, 1775, as the opening of the American Revolution, begins in this room and then opens into the former dining room to the left. Life-size soldiers—a British soldier and a colonial militia man—flank the Hancock cannon, on loan from the Bunker Hill Memorial Association. A lighted diorama in the center of the room helps orient visitors to the sequence of the events of the day. Wallpaper murals provide interpretation. On the other side of the visitor center, visitors enter the library exhibit with four built-in cases depicting some of the minute men who made important decisions on April 19 with a selection of objects from the park’s archeological and museum collections. Restrooms are available. Since 2012, visitation to this site has increased. In 2014, visitation to this visitor center was slightly higher than to Minute Man Visitor Center.

Audiovisual

An eight-minute film, “Treason or Liberty?” depicts the “shot heard round the world” at North Bridge and introduces Barrett’s Farm as a destination. Added in 2012 when the exhibits were redone, the film is available on demand. Seating accommodates about 20 people.

The Wayside

The exhibits in the Wayside Barn were replaced in 1996. They were intended to show a connection between the authors, the larger literary circle, and trends in over 300 years of American history. The exhibits include life-sized cast figures of Hawthorne, Bronson Alcott, Louisa May Alcott, and Margaret Sidney. Each of the figures has an associated audio program in which the authors speak in their own words on various issues (in recent years, the audio programs have seldom been used).

The exhibits contain too much information for the size of the space. The exhibits describe how the authors were affected by and affected historical events. There is little introductory information that introduces the authors and their significance. A visitor unfamiliar with the authors can easily fail to understand why they were important to American literature and history and therefore be confused by or not be interested in the subsequent exhibits.

Publications

The park’s unigrid brochure was redesigned and updated by Harper’s Ferry Center and the new edition printed in 2013. A rack card for The Wayside was created in 2010. A site bulletin, “Flight to Freedom,” about the Underground Railroad Network to Freedom at The Wayside was designed in 2010 and printed in 2014.

The Minute Man Messenger, printed annually in April, provides program schedules for the spring, summer, and fall hours of operation, interpretive programming and events, safety and resource protection messages, and an update on current developments at the park. It is available at all the staffed park locations and at other visitor attractions in Concord and Lexington and on the park's website.

The park, with support from Eastern National, has prepared the following publications: 1) Traces of the Past, a guide to many archeology sites in the park; 2) The Wayside, Its history, the authors, in photographs and prose; 3) Hour by Hour, an account of the events of April 19; and 4) A Guide to Minute Man National Historical Park, a driving tour guide. These park-specific publications are among the most popular sales items.

Site bulletins are available for many of the park's witness houses along the Battle Road Trail (most of which are not open regularly to the public—Whittemore and Smith are the exceptions): Jacob Whittemore House, Smith House, Samuel Brooks House, Noah Brooks Tavern, Job Brooks House, Joshua Brooks House, Meriam House, Major John Buttrick House, and Barrett's Farm. Current editions were done in 2013.

Website

The park website (www.nps.gov/mima), is managed by park I&E staff who are responsible for the content. For many of our visitors this is the first contact they have with the park so keeping the information up to date and relevant is of vital importance. In addition, the website is a resource for teachers who use the site to help plan field trips and gather program information. We also provide several online lesson plans to use as pre and post-visit materials or stand-alone lessons and activities. These materials were developed by park staff and teachers participating in the "Teacher Ranger Teacher" program. They align with the Massachusetts Curriculum Framework and Common Core Standards and are appropriate for grades 3 - 12. Paper copies of pre and post-visit materials are generally not mailed to teachers in advance; instead, teachers are invited to download them from the park's website. A WebRanger activity is also part of the NPS website and students can link to it from the park's webpage.

Social Media and Technology

Minute Man National Historical Parks' social media presence is minimal. Current NPS standards require a park superintendent approved Social Media Strategy, which will be posted on file with the NPS Social Media Register. The plan, currently in development, will identify the park's goals, strategic implementation, and determine the best platforms available to communicate and engage audiences based on staff time and resources available. Currently, our partner, The Friends of Minute Man NHP maintains a Facebook presence and Twitter feed where they post in support of park management objectives. The Friends also maintain an e-mail list that they use to send regular notices of upcoming events in the park.

Personal Services Programming

In addition to staffing both visitor centers with staff and volunteers to provide orientation services, core interpretive programs are presented at the primary sites within the park: Hartwell Tavern, The Wayside, and North Bridge. Sites are open regularly beginning mid-late June through Columbus Day or the end of October.

Hartwell Tavern is the park's living history site. Interpreters in period clothing

provide informal interpretation of the Tavern and the Hartwell home throughout the day. “Who Were the Minute Men?” an interpretive talk with historic weapons demonstration is offered four times per day. “Muster with the Militia” is offered daily and twice daily on weekends. Volunteer re-enactor groups provide living history demonstrations at Hartwell Tavern as special events almost every weekend during the spring, summer, and fall. Activities include marching, drills, market days, music, storytelling, and demonstrations of colonial life. Hartwell Tavern normally receives 250-500 visitors per day during a summer weekend, but can receive 1,000 visitors per weekend for special events. Press releases are issued to publicize special events.

Regularly scheduled “Some Were For Making a Stand” interpretive talks are offered at the North Bridge, four times per day, up to eight times a day when staffing permits. The park tries to staff this site, the most visited site in the park, with an interpreter daily beginning with Patriot’s Day weekend until Columbus Day and then including Veteran’s Day in November. The area near the North Bridge is designed and managed to provide a contemplative space for visitors, though it is sometimes the setting for specific special events. On Patriot’s Day, the North Bridge fight ceremony/demonstration takes place early as a prelude to the arrival of the Town of Concord Patriot’s Day parade. British soldier re-enactors present “Mourn Arms” and the graves of the British soldiers are marked with a wreath. The parade enters the park from Liberty Street and proceeds down the hillside (as the colonial soldiers did in 1775) to cross the North Bridge, pause for speech making and presentations, and continues out to Monument Street.

The Wayside closed for renovation in 2013 and is scheduled to reopen in 2015. Access to the house has only been by guided tour. Tours of the Wayside are offered seven times per day, with a desired limit of 10 people per tour. Tours last 45 minutes, and cover different themes and topics. Most visitors (park staff estimate at least 60%) go on an interpretive tour, with the rest just looking in the exhibit and book sale area in the barn. A fee is charged for the tour.

A 3.5 hour “Battle Road Trail Walk” has also been a regular program in past seasons, offered at least once per month May-October. The walk has historically drawn 20-60 visitors each time. With diminishing resources, this tour has been offered less often in recent seasons, because of its length.

In the past seven years, we have experimented with a variety of talks and walks including “Primary Evidence” from North Bridge Visitor Center to North Bridge, the “Regulars are Out!” walk from Minute Man Visitor Center to Paul Revere Capture Site, a reader’s theatre program, “Hats Off for Homespun Heroes” for children and families, and informal interpretation at different witness houses. All have been well-received but have proven to be unsustainable with shrinking staff. Recurring programs such as “The British Redcoat,” “Amos Doolittle: Combat Artist,” and “If These Walls Could Talk” are still offered regularly on weekends, but not as often.

Education and Education Partnerships

Education is core programming at Minute Man. Approximately 12,000 students from all across Massachusetts and the US participate in our ranger-guided curriculum-based programs. Our ranger-guided programs and materials for teachers align with the Massachusetts Curriculum Frameworks and Common Core Standards. Though staff-intensive, we continue to offer these programs because of the diversity of the students who participate. For many of these students, some from under-served urban communities, visiting Minute Man on a field trip is often the first time they have visited this or any national park. Being able to host these

students helps us create the next generation of park stewards. Beginning in 2015, for students who live too far away to visit, we piloted our first age/grade appropriate virtual visits where the students can chat live with a costumed park ranger and gain an insider's knowledge about the park and the events of April 19, 1775.

Onsite educational programs are offered five days per week and four times per day from April to June and in late September-mid-November. The programs are not currently widely advertised, and teachers find out about them by word of mouth. Park staff estimate that for every school that signs up for a program, there are four schools that show up at the park and visit on their own. Most school groups spend two to three hours in the park and stop at both the Minute Man VC and the North Bridge VC.

An interpretive fee is charged for ranger-guided school programs. This fee helps to pay for the staff and supplies needed to present the programs.

Partnerships – Formal

The park's cooperating association, Eastern National, operates three museum stores in the park: Minute Man Visitor Center, North Bridge Visitor Center, and The Wayside. The opportunity for visitors to purchase items which will help them remember their visit and/or continue their exploration of the park themes is essential for a satisfying visitor experience. In 2014, sales were \$245,000 and Minute Man ranks fourth in sales among the parks Eastern National manages in this area of the region. Eastern would like to add sales space to the stores at both visitor centers. Fixtures at North Bridge were updated in 2011. By 2016, Eastern and the park plan to expand the sales area, improve lighting, and update the fixtures for the store at Minute Man Visitor Center.

A portion of the profits from sales are returned to the park to support the park.

The Friends of Minute Man National Park is a non-profit group that supports park mission goals and can help work creatively with local communities.

Trustees of Reservations, which operates the Old Manse historic site located within the park near the North Bridge, cooperates with the park as a partner.

The Drinking Gourd Project operates the Robbins House, a site dedicated to the story of Concord's African American history, is located near the park's North Bridge parking lot. Moved to the site in 2010, the house is located on land owned by the Town of Concord, but managed by the national park.

Partnerships – Informal

The park also participates in informal community partnerships. Informal partners include:

The towns of Lincoln, Concord, and Lexington are key stakeholders to work with to resolve regional growth planning issues, for educational programs, and to promote local stewardship.

Partnerships with living history and re-enactor groups are critical to the park's ability to provide living history demonstrations and special events. The park supports living history and re-enactor groups with training, seminars, public relations and marketing, and equipment. The park will continue to support these groups' efforts to tie into park themes and help visitors have a cohesive and meaningful park visit. The Lincoln Minute Men collaborated with the park to create a furnished, interpretive exhibit for the Captain William Smith House in 2014.

Members of the Lexington Minute Men are working with the Friends of Minute Man National Park on a major project to locate the site of Parker's Revenge in the park through the use of modern technology paired with traditional archeology.

By working closely with other museums and local attractions in the Concord and Lexington area, all of the entities involved can take advantage of new research or scholarship, ensure that efforts are not being duplicated, and ensure that staff at each attraction can provide accurate information about other attractions in the area. Working with other local institutions can expand audiences through joint marketing and can enhance and enrich the program offerings.

Park staff participate in the Concord Historical Collaborative. The group coordinates efforts and activities in Concord to present its rich history through diverse educational opportunities and fosters an appreciation and stewardship of Concord's historical resources.

Because Route 2A often overlays the historic Battle Road, ongoing cooperation with the Massachusetts Highway Department and other state agencies is necessary to protect and manage this historic corridor.

Partnerships with other local National Park Service units, especially American Revolution sites, can expand audiences through joint marketing, enhance and enrich the program offerings at the cooperating parks, and improve awareness of the National Park Service in the Boston area. Cooperating with other related non-NPS historical sites and entities such as the Paul Revere House, the Old South Meeting House, other Freedom Trail sites, and the Massachusetts Historical Society can expand staff training and enrichment programs, expand outreach opportunities, and provide opportunities to learn from each other's successes.

Cooperating with local schools and educational institutions has been critical to the success of the park's educational programming. These partnerships should include both local schools and regional schools, including urban schools. Partnerships with universities can help meet staffing needs through development of an internship program, and can help students gain knowledge of park resources and experience in interpretation.

Partnerships with the National Park Foundation, Parks as Classrooms, Thoreau and Friends, and other non-profit educational groups and funding sources can help develop and implement education programs.

Private land conservation and historic preservation organizations abound in the region surrounding Minute Man NHP. The results of their efforts and stewardship enhance public understanding and appreciation of the park and its stories. Continued partnership and mutual support are important to the park's success.

The Volunteer-in-Parks (VIP) program supports primarily Interpretation and Education, Cultural Resources, and Management and is managed by Interpretation and Education. Interpretation volunteers assist with operations and public contact duties; Cultural Resource volunteers work in the library and with public lands files. Management is supported by the Friends of Minute Man National Park and several specialists involved with managing the cattle in the park. Additional organized groups do trail and parking lot clean-up projects and invasive species removal. Volunteers are largely project-based. In FY2014, 900 volunteers contributed more than 20,000 hours of service. See the appendix for more information.

Family, Intergenerational, and Youth Programming

Family members of all ages participate in the “muster with the militia” activity and the various “town meeting” programs and other living history events held regularly throughout the season. Young children also have the opportunity to participate in hands-on activities at the historic Whittemore House, including learning about daily life in colonial times, from putting on colonial-type clothes to assembling the items needed to make a meal to doing daily chores such as cleaning.

Approximately 3,000 students participate in the Junior Ranger program at Minute Man each year. Two different booklets (4-7 years of age and 8-11 years of age) guide children and their families through a variety of activities to all areas of the park. Children have their work checked at the end of the visit to take the official Junior Ranger pledge and receive a Junior Ranger badge. Parents and siblings of other ages become active participants as well. A “Choose Your Story” program for older students (11-14) is in development. Since 2008, participation in the program has been free. A WebRanger activity linked to Minute Man is part of the NPS website and children can link to it from the park’s website.

The park has a strong intern program which has been going on since the Student Conservation Association (SCA) began. Minute Man was one of the first parks in the system to have an SCA intern. Through project funding (YCC and YPP) the park has been able to host three-nine interns each year, most working a 12-week period. The interns are college students or graduates who are 25 years of age or younger and are from across the country. The interns gain experience working with the NPS, from working in visitor services, conducting interpretive programs, including living history and musket firing demonstrations, to working on special projects.

Directional and Wayfinding Signs

Directional and wayfinding signs in the park are confusing. While every entrance to the park is signed, there are so many points of entry that local commuters cannot tell when they leave the park, even if they see the sign saying they are entering. Visitors to the park in Lexington are uncertain that the North Bridge in Concord is part of the same park. Concord residents often do not realize that Minute Man Visitor Center in Lexington or the Battle Road Trail is part of the same park as the sites in Concord.

Directional signage to the park has been placed along I-95, I-495, Route 2, and Route 2A.

There are 17 entrances to the park

Route 2A runs through the Battle Road Unit (the largest section) of the park

The park is composed of four geographically separate units, or sections of the park: Battle Road, The Wayside, North Bridge, and Barrett’s Farm.

There are 8 directional signs on major highways (Route 2A, Route 2, Route 128/I-95, I-495)

Cultural Assets

The cultural assets include a large museum collection.

The archeology collection has more than 272,000 artifacts in a total park collection of 568,000 objects. The archeology items were excavated at sites within the park that are associated with structures extant in 1775, and in other areas where

structures no longer exist. The archeology collection also contains pre-contact items, such as projectile points, flaked stone, and ground stone.

The museum collection includes several archival collections including the Harriett and Margaret Lothrop Papers (largest collection with 11,000 items), the Allen French Papers, the Hartwell Family Papers, and the Meriam Family Papers. Books and periodicals produced by D. Lothrop and Company publishing firm, including the Five Little Peppers series of children's books, written by Harriett Lothrop, are represented, along with original drawings for the books. The most famous artist represented in the collection is the American impressionist Childe Hassam who illustrated the book *Dilly and the Captain*.

The park's photograph collection consists of several hundred historic photographs, stereographs, and glass plate negatives. Depicted are interiors and exteriors of The Wayside, 19th- and 20th- century views of the North Bridge, of The Minute Man statue, of historic buildings that are now in the park, and of other significant buildings in Concord and Lexington. A postcard collection contains hundreds of views of the North Bridge, The Minute Man statue, The Wayside and other significant sites in Concord and Lexington.

The collection incorporates the furnishings at The Wayside, the historic house museum and national historic landmark in the park. The furnishings include furniture, textiles, books, prints, ceramics, artwork, decorative objects and utilitarian items. Most of the furnishings are associated with Harriett and Margaret Lothrop although Harriett did purchase several items associated with the Hawthornes from his daughter Rose.

Since the park acquired the Barrett Farm in 2013, it has accessioned 4,200 archeological items associated with the farm property.

The park is currently in the process of accessioning a field collection from a project in progress at the Parker's Revenge Site. All archeological items excavated as part of this research project will be added to the park's collection.

The holdings of the library have been selected to reflect the interpretive themes of the park. Four broad categories of books, reports and other materials exist. The categories are: Colonial History up to 1775, the Revolutionary War with particular emphasis on the Battle of April 19, 1775, American 19th-century literature with emphasis on the literature and lives of the authors who lived in Concord, MA, and professional studies of park cultural resources. Included within the professional studies category are historic structure reports, historic ground reports, archeology reports, and cultural landscape reports.

Accessibility

Both visitor centers and all comfort stations, parking lots, major sections of the Battle Road Trail, and the trail to North Bridge from Monument Street are wheelchair accessible. An audio tour by cell phone is available for approximately 2.5 miles of the Battle Road Trail from Minute Man Visitor Center to Bloody Angle.

Currently there are eight buildings that are open to the public during a regular visitor season: the Minute Man Visitor Center, North Bridge Visitor Center, The Wayside, The Wayside Barn, Meriam House (twice per year), Hartwell Tavern, the Captain William Smith House, and the Jacob Whittemore House. Of these eight buildings, only four are handicap accessible: Minute Man Visitor Center, North Bridge Visitor Center, The Wayside Barn, and Jacob Whittemore House. At Hartwell, the scheduled interpretive programs are presented outdoors and fully accessible.

Services available by building include the following:

North Bridge Visitor Center: handicap parking near the site of the building, handicap ramps into the buildings (for persons in wheel chairs), handicap accessible restrooms, Assisted Listening Devices and Closed Captioning for The Road to Revolution for use by the hearing impaired community, a wheel chair available for use by those who need it, and a braille version of the park brochure.

The Wayside has handicap parking across the street in the parking lot, a handicap ramp (to the Wayside Barn only), a handicap restroom, an Assisted Listening Device, and a braille version of the park brochure.

Meriam House has handicap restroom facilities.

Hartwell Tavern has handicap parking, handicap restrooms near the parking lot, an Assisted Listening Device, and handicap access to the McHugh Barn.

Minute Man Visitor Center has handicap parking in the rear of the building, and easy access to the building. The Road to Revolution multi-media program has closed captioning for the hearing impaired, an Assisted Listening Device available, and a braille version of the park's brochure. There is also a wheel chair available, for use while folks are within the park.

The Jacob Whittemore House has a handicap access ramp into the building. Handicapped parking is nearby at Minute Man Visitor Center.

Foreign Language Materials

Minute Man National Historical Park has no copies of our current brochure in any languages beyond English. Instead, there is a 1-2 page condensed history of the park's story in Danish, Armenian, German, Swedish, Flemish, Japanese, Spanish, French, Russian, and Greek. Copies have been photocopied over and over and the information is outdated. These handouts are seldom offered to the public.

Special Events

The largest events of the year occur with Patriot's Day commemorations for three-four days closest to April 19, before the park is actually open and fully staffed for the season. These events are signature events for the park and important opportunities to work with and support the local communities of Lexington, Lincoln, and Concord as well as all of the communities who celebrate their town's participation in the events leading to the opening of the American Revolution. The first Saturday in April is when Meriam's Corner and the Paul Revere Capture ceremony are commemorated. Members of the Meriam family from all over the US hold their annual meeting and visit the park on this day to participate in the event. On Patriot's Day, Concord's Patriot's Day Parade, British "Mourn Arms" and North Bridge Ceremony, Acton's Arrival at the North Bridge, Sudbury's Arrival at the North Bridge, and Dawn Salute are all commemorated.

All of these events except "Battle Road" are partner events which occur in the park by permit or other arrangement, but the park hosts and supports these events. Crowds gather early in the morning for a 6 am dawn salute on April 19 with cannon. They gather by the hundreds around the North Bridge for the Concord Parade, and even by the thousands along the Battle Road Trail on the Saturday before Patriot's Day for a tactical demonstration known as "Battle

Road.” “Battle Road” is the only event that is the park’s event, developed and presented in collaboration with approximately 350 re-enactor volunteers representing both British troops and colonial forces. “Battle Road” is a collaborative event planned with re-enacting units, but the park decides whether it can be supported or not. The participation of the re-enactors in these signature events is key to their involvement in programming through the rest of the visitor season.

Visitors have come to expect these events in the park every year and many return to bring their children to see the events they remember from their own childhoods. Shrinking staff and flat budgets threaten the continuation of these signature events.

Other events—large organized runs, bike events, military retirement and cross-over ceremonies, photography shoots, commercial filming—are permitted events. Small weddings also occur. Permits are issued through the Law Enforcement division.

Trails

The Battle Road Unit: The Battle Road Trail

The 5.5-mile Battle Road Trail was opened in 1998 and runs the length of the Battle Road Unit from Fiske Hill to Meriam’s Corner. The trail is open to hikers, bicyclists, and cross country skiers. It is wheelchair accessible. In several places, the trail follows the original path of the Battle Road; in other places the trail deviates from the Battle Road and often follows the routes of various minute companies as they passed through fields and wetlands. Where the trail is on the original path of the Battle Road, it approximates the features of the original road in terms of width and surface. Elsewhere the trail is seven feet wide and surfaced in stone dust.

The trail provides excellent opportunities to experience historical landscape features such as farming fields, original stone walls, and historic homes and foundations as well as various natural landscapes. On some portions of the trail, particularly where it is distant from Route 2A, visitors can feel like they are stepping back into colonial times and can see scenes similar to those of the Revolutionary era.

A system of waysides and trail markers are in place. The waysides trace the movement of the troops and describe the running battle along the Battle Road. They also discuss the way colonial people used, altered, and were affected by the natural environment.

Several parking areas and trailheads were modified or developed at key points along Route 2A to provide parking for and access to the trail.

Visitors use some segments of the trail more often than others, most use is in areas near parking areas, the Minute Man Visitor Center, Hartwell Tavern, or Paul Revere Capture site. A significant number of local residents use the trail for recreational purposes such as hiking, bicycling, and jogging. In general 35-55% of visitors use the park for recreational purposes, though many combine hiking and bicycling with participation in a staff facilitated experience. Dog walkers and cross-country skiers continue to use the park throughout the winter.

Interpreting Natural Resources and Climate Change

The interpretive staff does very little to interpret climate change and natural resources. Near the North Bridge is an area where climate data has been continuously collected since the time of Thoreau in the early 19th century and is studied today. Park interpreters are only beginning to learn about this topic and to collect information for the park website and interpretive programming. The park works with the NPS Northeast Regional Temperate Network to monitor the water quality of the Concord River and marshes and invasive species.

Appendix 7 – Current Audiences

Recreation Visits

- Visitation to the park increased from 769,740 in 1991 to 1,001,207 in 2012. Due to this increase, managers face new challenges relating to maintenance of restored landscapes and provision of a safe, rewarding visitor experience.
- Annual recreation visit numbers show visitation to Minute Man National Historical Park in a generally consistent trend in the five years from 2010 to 2014.
- Beginning in 2010 with 1,075,000, visits to a low of 990,991 in 2014, this makes the five year average for annual recreation visits about 1,002,777 visits.
- The largest number of visits are concentrated between April and October.

Servicewide Interpretive Report

- The park reported the following visitation information:
- 515,955 visitor contacts at Minute Man National Historical Park
- 356,884 visits involved personal services interpretation
- 179,990 visits included contact at a visitor center or contact station (35%)
- 105,823 visits included informal interpretation (21 %)
- 156,991 benefited from non-personal services (audiovisual or electronic media) (30 %)
- 28,937 attended demonstrations or performing arts (6 %)
- 19,140 visits included formal interpretation (4 %)
- 1,900 participated in the Junior Ranger Program (<1 %)
- An additional 2,080 participated in community outreach programs.
- The park Facebook page had 1,994 “likes” (as of December, 2014).

Visitor Study - FY2007

The 2007 University of Idaho Visitor Study for Minute Man NHP found the following:

In general, the survey results confirmed basic assumptions about visitor patterns and trends, although there were a few surprises. The breakdown of first time v. repeat visitors (62% v. 38%) is worth noting, confirming our sense that the views of both audiences must be understood well since the park is used by both. The survey queried visitors about what programs, facilities, and services they might like to see in the future, thus providing us with information comparable to what we have recorded at local planning meetings. Note that local residents were included in the survey when they happened to be part of the random sample. In the following comments, I will distinguish the two groups as 1) visitors (those who returned surveys) and 2) meeting participants (those we have heard from in formal and informal meetings during the Battle Road planning process). The two groups had much in common.

The most obvious differences between visitors and meeting participants were in their activities while in the park. Visitors reported learning about history (67%), hiking on trails (61%), seeing the visitor center theater program (50%), shopping at the visitor center (48%) and ranger talks (35%) as their most common activities. Anecdotal evidence suggests that residents tend to use the park more for recreation and less for formal interpretive programs. Local residents in GMPA workshops mentioned, for example, that they rarely interact with park rangers, but 75% of those surveyed had such interactions.

As for which parts of the park were most visited, the North Bridge ranked first at 74%, followed by the Minute Man Visitor Center at 61%. Other Battle Road sites that were most visited included the Battle Road Trail by 42%, Hartwell Tavern by 41%, Paul Revere Capture Site by 32%, Meriam's Corner by 22%, Bloody Angle by 14%, Fiske Hill by 10%, and the Vernal Pool Trail by 6%.

A separate set of questions asked about what services and facilities were most used, and not surprisingly the most used were restrooms (70%), park brochure/map (68%), indoor exhibits (64%) and trails (64%). Most valued, as determined by questions asking about relative importance, were ranger-led programs/talks (92%), Minute Man Visitor Center theater show (88%), directional signs (86%), and outdoor exhibits (85%). All of these received very high ratings of quality. For example, 99% said they would recommend the park to friends.

One standout result of the survey was an overwhelming preference for using the park website as a source of visitor information. Although only 25% used it to plan their 2007 visits, 73% said they would prefer to use it in the future. Most seemed to have gotten their information from "word of mouth" (53%) or because they live in the area (40%). Guidebooks were also popular at 39%.

There was a great range of ages with 51% of visitors between 36-65 years of age; 24% were 15 years or younger and 11% were 66 years or older. Most visitors came in family groups (66%) or with friends (10%) or alone (17%). Very few (1%) were in organized groups. The median party size was three people and the median age was 43. The great preponderance of visitors (93%) came by private car (including rental cars); 5% came on foot and the rest by bike, tour bus, canoe, or public transportation. They came from 42 states and 16 different countries.

It was interesting to note that most visitors (73%) arrived without a set amount of time planned for their visit. This would suggest that they are flexible and might stay longer if desired opportunities were provided. As for the amount of time they actually spent on site, the vast majority (91%) spent one day or less. Of those, 57% spent 1-2 hours and 43% spent 3-4 hours in the park.

Another surprise was that prior to their visit, fully 49% were not aware that Route 2A was the historic Battle Road. Most did use Battle Road during their visit (88%).

When asked about how various elements affected their visitor experience, 18% said that vehicles traveling too fast detracted from their enjoyment of the park, 17% complained of high traffic volume, 12% of adequacy of park signs, and 11% of traffic noise. Interestingly, parking availability was not a complaint, 63% reporting that it added to their experience. A majority felt that park signs were helpful (57%) and 25% reported low traffic volume enhancing their park visit.

When asked what would improve their park experience of the Battle Road, 45% of groups would like more signs identifying park sites, 40% would like to see additional roadside pull-offs, 34% would like to see a more historic landscape character, 20% would like to see lower speed limits, 18% would like a shuttle bus, 16% would like to see traffic volume reduced and 14% would like to reduce the number of trucks.

Regarding park programs, 85% were interested in interpretive programs or information. Of those, 63% said they would like to see living history programs and dramatic presentations, 60% would like to attend expert lectures/talks on historic subjects, and 54% would like to see roving rangers available to answer questions. Also mentioned were films, indoor and outdoor exhibits, children's programs and special events. A curious result was that 31% asked for self-guided audio tours, but virtually no respondents used the cell phone tours now available.

When asked what services they might have used if they had been available in the local communities, 59% said they would have eaten a meal and 28% would have shopped or bought souvenirs. When asked specifically about future use of historic structures in the park, 34% did not wish to see any further development. Of those who would welcome additional services, ranking highest were colonial craft demonstrations/sales (41%), taverns/restaurants selling food and drinks (37%), and historic farming demonstrations with produce for sale (37%). Other requested services were bike/ski rental (14%), and gift/bookstore (14%). Among other services mentioned, were a shuttle bus for hikers, children's programs, restrooms open longer hours, outdoor exhibits and more.

It was interesting to note that 94% said that natural sounds were important to their visitor experience; 59% of those surveyed said that natural sounds were "extremely or very important."

To access complete study go to: <http://psu.sesru.wsu.edu/reports/>

Appendix 8 – Servicewide Interpretive Report (SIR)

UNITED STATES DEPARTMENT OF THE INTERIOR NATIONAL PARK SERVICE SERVICEWIDE Interpretive REPORT

Park Org. Code: Unit Name: Fiscal Year:
 MIMA Minute Man National Historical Park 2014

<input checked="" type="checkbox"/> Funding Sources	
Fiscal Year Interpretive Expenditures	
<input checked="" type="checkbox"/> Park Interpretive Funds Spent (ONPS Base only)	\$600,755
<input checked="" type="checkbox"/> Servicewide Fee Funds Spent	\$5,368
<input checked="" type="checkbox"/> Reimbursable Fee Funds Spent (16USC 1a-2g)	\$38,017

Interpretive Staffing for Fiscal Year			
<input checked="" type="checkbox"/> Permanent FTE	4.5	No. of Perm Positions	4.7
<input checked="" type="checkbox"/> Temporary FTE	3.6	No. of Temp Positions	11.0
<input checked="" type="checkbox"/> Total FTE	8.1	Total Positions	15.7

<input checked="" type="checkbox"/> Personal Services								
	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
<input checked="" type="checkbox"/> Visitor Centers/Contact Stations		2		1.90	179990		\$129,988	\$0
<input checked="" type="checkbox"/> Informal Interpretation				0.90	105823		\$64,859	\$0
<input checked="" type="checkbox"/> Formal Interpretation	953			0.50	19140		\$31,344	\$0
<input checked="" type="checkbox"/> Demonstrations & Performing Arts	740			0.40	28937		\$2,434	\$3,185
<input checked="" type="checkbox"/> Junior Ranger Programs				0.00	1900		\$0	\$0
<input checked="" type="checkbox"/> Special Events	35			0.20	9904		\$10,262	\$0
<input checked="" type="checkbox"/> Education Programs	265			0.30	11190		\$6,841	\$12,064
<input checked="" type="checkbox"/> Subtotal Personal Services	1993	2		4.2	356884		\$245,728	\$15,249

Non-Personal Services

Peter Salem, African American Minute Man, Makes Debut at Minute Man Visitor Center: This almost life-size figure will help park staff interpret Patriots of Color. This initiative supports the Director's Call to Action: Advancing the NPS Education Mission and Connecting People to Parks. A scholar was funded by the Friends of Minute Man National Park to conduct new research on Patriots of Color to help develop tools the interpretive staff will use to integrate this story into park programs. John Hannigan completed five essays. His work also provided background information for the new on-line lesson plan our Teacher-Ranger-Teacher, Erica Joselyn created on the same topic. The link to the online lesson is: <https://sites.google.com/site/patriotsofcolorbattleroad/> In a collaborative effort with the park, the Lincoln Minute Men have worked over the past year to locate and purchase appropriate items, creating an interpretive exhibit, and turning the empty structure into a home. These furnishings have been donated to the park by the Lincoln Minute Men through a generous contribution to the company by the estate of Wayne Mount, a long-time member of the company who passed away last year. I&E staff worked closely with the reenactors to identify appropriate c. 1775 reproduction items for this new interpretive opportunity. Park Celebrates 55th Anniversary – 5th Annual Battle Road Open House – Collaboration with Concord Museum: This annual event offers a rare opportunity for the public to visit some of the park's restored historic homes along the Battle Road Trail. This year, approximately 4,000 visitors were treated to hands-on activities, historic trades and colonial food preservation demonstrations at Hartwell Tavern, and reenactors showing British military uniforms from the American Revolution period at Barrett's Farm. This event was also planned to coincide with a day of free admission to the Concord Museum for their important "Shot Heard Round the World" exhibit. The park worked with the museum staff to promote this special opportunity to view artifacts from April 19, 1775 in the context of a visit to the park where the fateful events unfolded. Reinterpreting The Wayside: - a team of park interpreters, mostly seasonal staff worked together this summer to write pages for the park website and develop an audio tour about The Wayside: Home of Authors, an historic house in the park and a National Historic Landmark. (Go Digital, Out with the Old, Destination Innovation) New Support for Education Program by Volunteers Minute Man interpreters present almost 300 education programs each season, primarily for students in grades 5 and 8. Both of the programs we offer, "Rebels, Redcoats, and Homespun Heroes," and "Who Shot First?" feature a historic weapons demonstration. For the first time this year, volunteers will provide essential support and added safety for these programs. Volunteers will serve either as facilitators and safety officers during the firing conducted by park staff or will present the demonstration while park staff provide safety. All volunteers were required to complete 4-8 hours of practical training and pass a written exam. There are currently 6 very enthusiastic volunteers participating in this new effort. Engaging Visitors: Interpretive programs such as "Town Meeting- "Let Your Voice Be Heard" (North Bridge) ,"If These Walls Could Speak" (Whittemore House), and "Muster with the Militia" (Hartwell Tavern) invite visitors to be active participants. July programs were well attended. (Connecting People to Parks) The Guild of Historic Interpreters (volunteers in the park) presented 11 living history including Battle Road Heroes in October and April, Halloween Tales, three performances of Town Meeting and two of Long Arm of the Law plus three performances of Love Letters: Abigail Adams by Patricia Bridgman. All were well attended and popular with visitors of all ages. Armed Forces Day (May 14) The park brought together several living history organizations with the Massachusetts Army National Guard to present a military timeline event at North Bridge. The timeline spanned more than three centuries of Massachusetts Military History from the 1630s – the current day. Members of the MA. Army National Guard, including Adjutant General Scott Rice, had the opportunity to train with period weapons, including 17th century pikes, 18th century flintlock muskets, and Civil War era rifle muskets and bayonets. Patriot's Day: "Battle Road," the tactical demonstration featuring 350 re-enactors, was cancelled this year due to shrinking capacity of park staff and budget uncertainty. The park still supported all town events within the park: Meriam's Corner, Paul Revere Capture, and Concord Parade. In addition, I&E staff worked with LE and the National Guard organizers of Tough Ruck to identify a marathon-length route through the park and to incorporate the activity into our annual Patriot's Day events. Volunteers: In Interpretation, the Visitor Guides gave us 2316 hours estimated, averaging 331 hours per month in our visitor centers, historic houses and giving talks at the North Bridge. In the realm of Living History special events, reenactor volunteers gave us: 4379 hours in total, not including the Concord Parade in April which delivered 1894 hours of service while they were here. There were four SCA (2 PLC and 2 YPP funded) interns who gave us 1620 hours. All told, Interpretation received 10209 hours of volunteer service in FY14. Cultural Resource Management volunteers gave 18 hours.

Prepared by Jim Hollister, October, 2014

Appendix 9 – Accessibility

Parks are required to make interpretive products and programming as fully accessible as possible. Visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS interpretive media products provide to their fellow citizens.

More about NPS accessibility guidelines can be found here: <http://www.nps.gov/hfc/accessibility/>

Programmatic Accessibility Guidelines for National Park Service Interpretive Media:

<http://www.nps.gov/hfc/accessibility/accessibilityGuideVersion2.1.pdf>

Appendix 10 – Future Potential with Partners

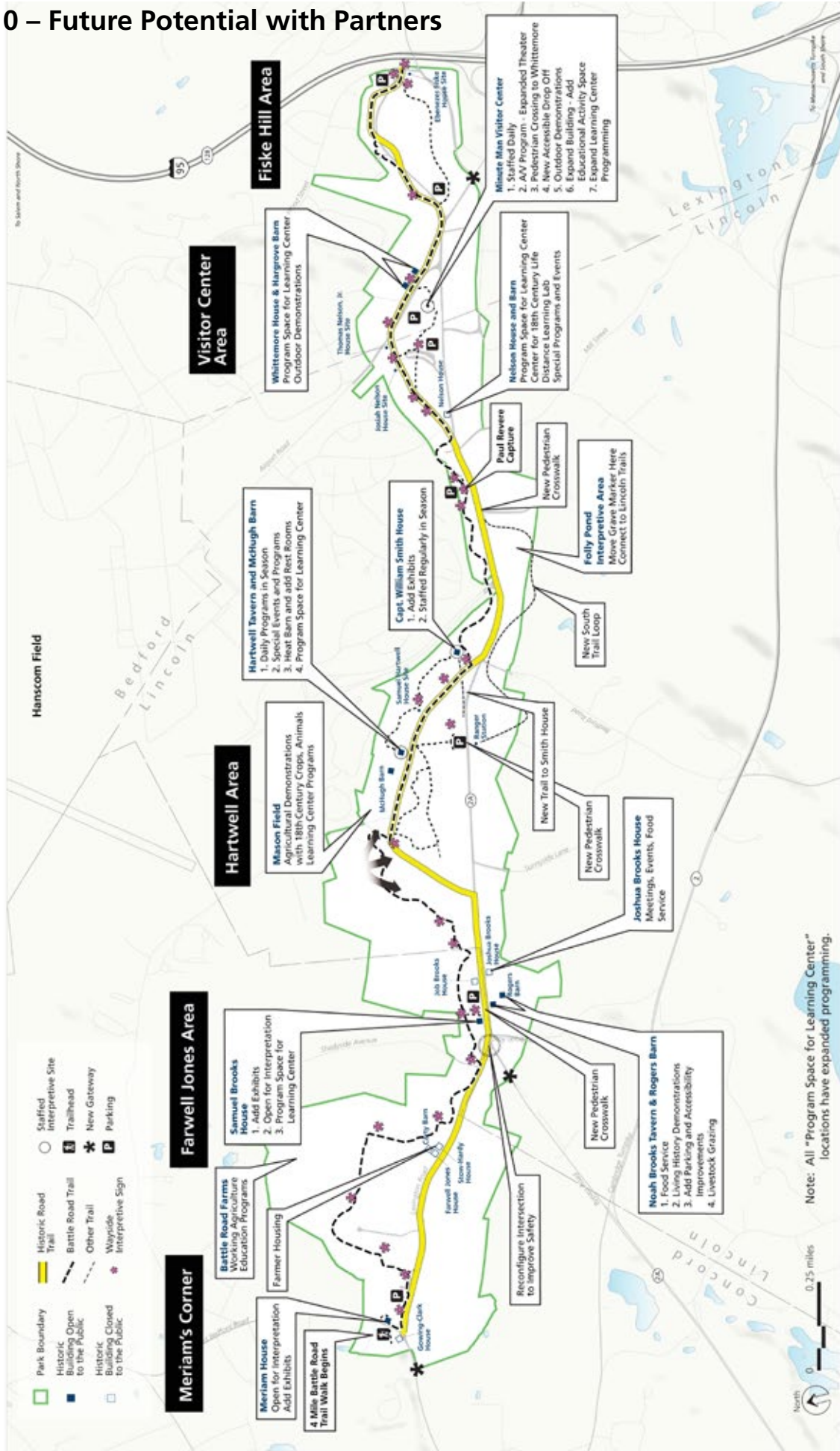
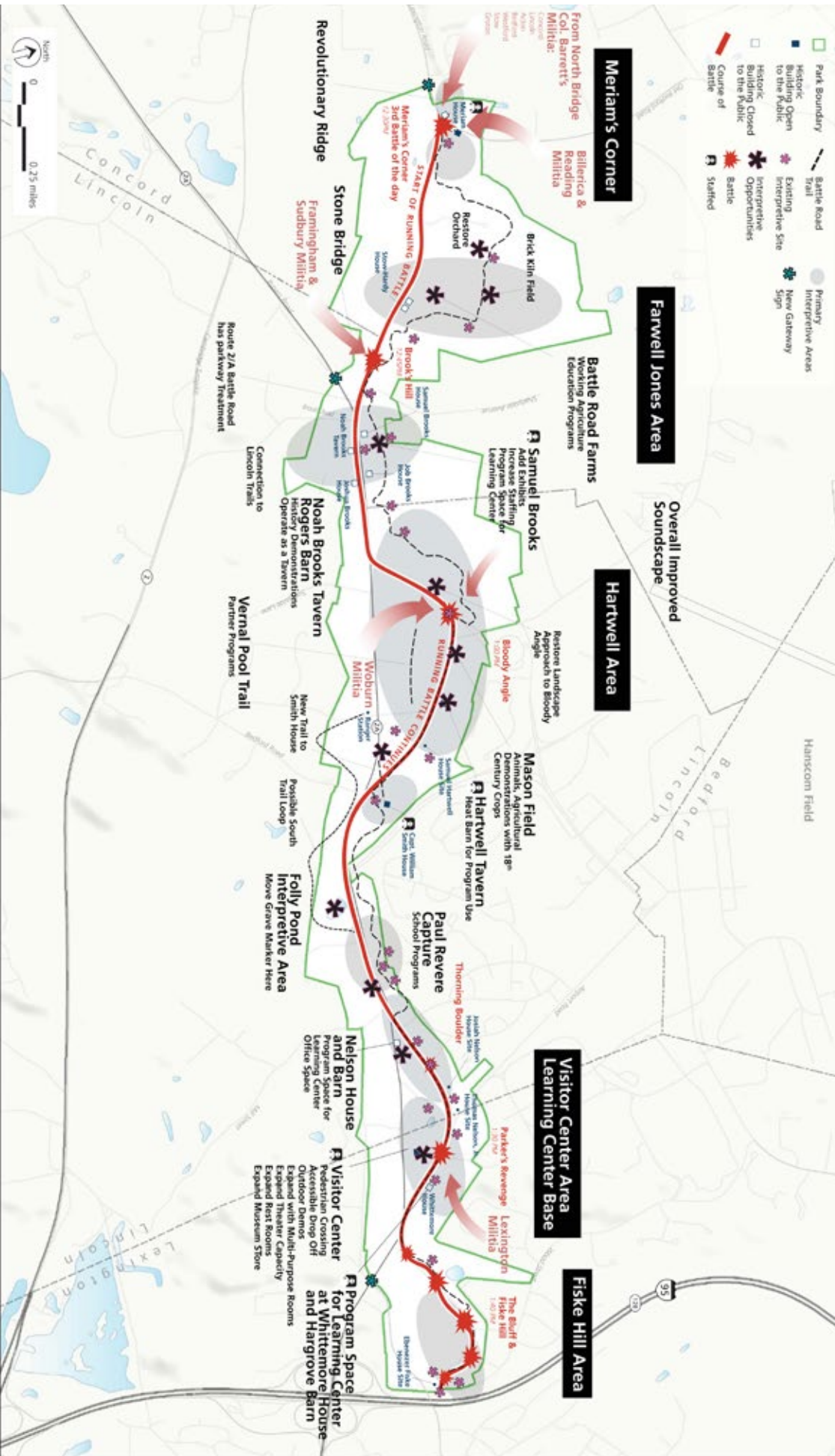


Figure 9
Alternative C: Achieve Full Potential with Partners



National Park Service
 U.S. Department of the Interior
 Minute Man National Historical Park
 Battle Road Unit

Figure 4
 Visitor Experience -
 Desired Future Conditions

Participants

The following people contributed to this plan.

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Tom Beardsley, Trustees of Reservations
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