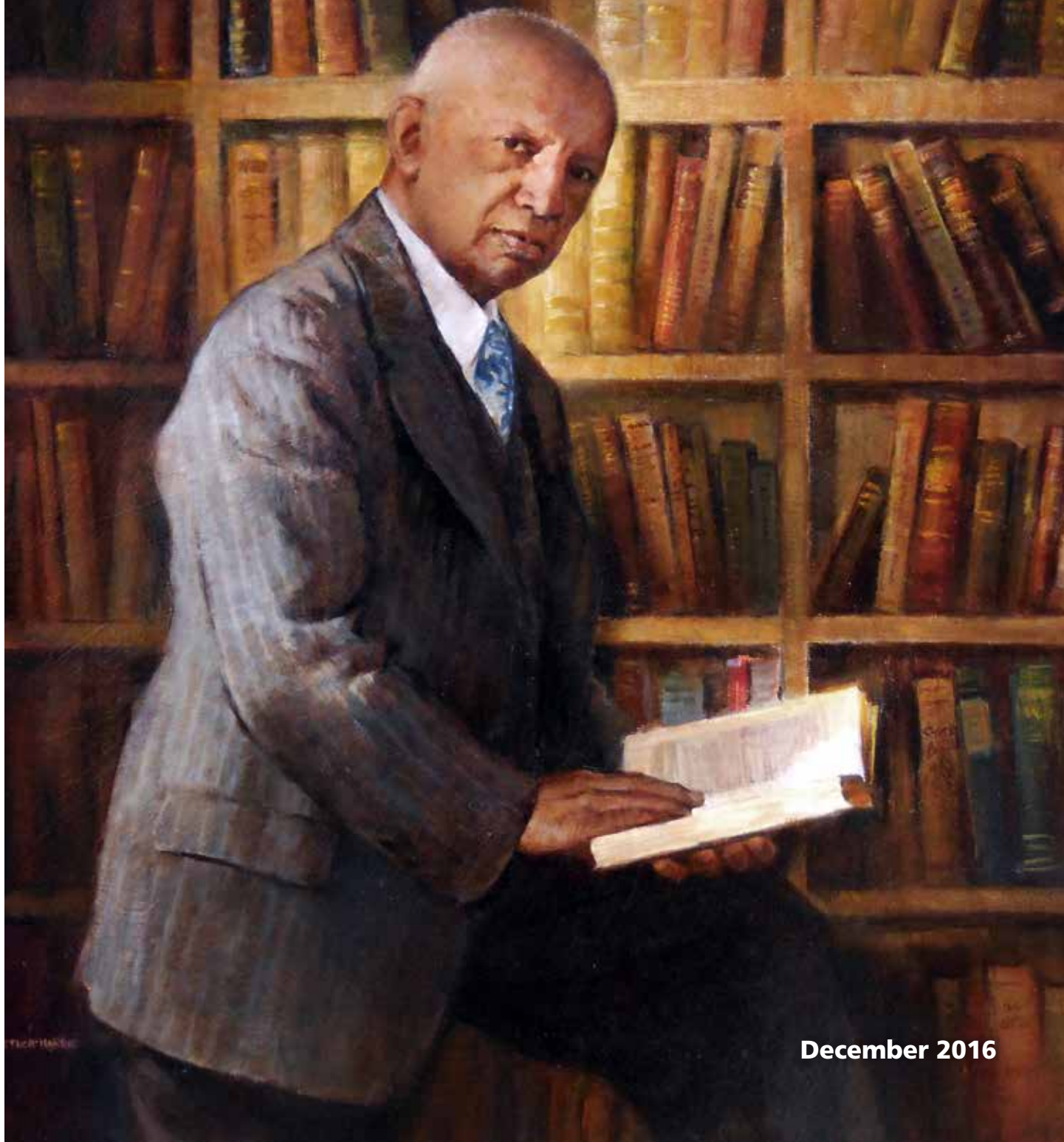


Harpers Ferry Center
National Park Service
U.S. Department of the Interior

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Carter G. Woodson Home National Historic Site (CAWO) Long-Range Interpretive Plan



December 2016

Front cover:
Artwork painted by National Park Service employee Sandra Harris (2011). Painting based on a February 1948, Scurlock Studio black and white photograph of Dr. Carter G. Woodson.

Photograph contained in the Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution, Washington, D.C.



Carter G. Woodson Home National Historic Site (CAWO) Long-Range Interpretive Plan

Prepared under Order No. P14PD02602
Task Order No. 3
Long-Range Interpretive Plan for
Carter G. Woodson Home
National Historic Site

Prepared under Contract No. P13PC00045

For:
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1438 9th St., N.W.,
Washington, D.C., the
home of Dr. Woodson
NPS Photo

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Congresswoman Eleanor Holmes Norton speaking at the 2011 Birthday Celebration of Carter G. Woodson at Shiloh Baptist Church.
NPS Photo

“The Woodson Home is a historic site because of the work that was done there and the influence of Dr. Woodson on American history and historiography . . . and because his work helped bring changes in American attitudes concerning Black people. This house is a priceless American treasure that must not be lost.”

Congresswoman Eleanor Norton Holmes

Foundation for Planning

The Long-Range Interpretive Plan

The importance of the Long-Range Interpretive Plan is to provide a lens through which all audiences will come to understand the importance of Dr. Woodson’s work and his legacy. Responsibility for creating the plan lies with the park’s superintendent. It builds on the foundations established through development of the General Management Plan and the park’s Foundation Document.

The interpretive planning process helps parks consider ideas, make choices, and set priorities about interpretation and education programming. It provides guidance to staff by clarifying objectives, identifying audiences, and recommending the best mix of media, personal services, and educational programming to convey park themes. The Implementation Plan section of the document lays out achievable steps toward desired conditions.

The Long-Range Interpretive Plan features two phases. The Foundation Section of the plan articulates significance, themes, and target audiences, and includes a brief review of existing conditions. The second phase of the Long-Range Interpretive Plan builds upon that foundation with recommendations about interpretive services, media, and strategic partnerships for the site, looking ahead to the next several years.

Purpose of The Carter G. Woodson Home National Historic Site

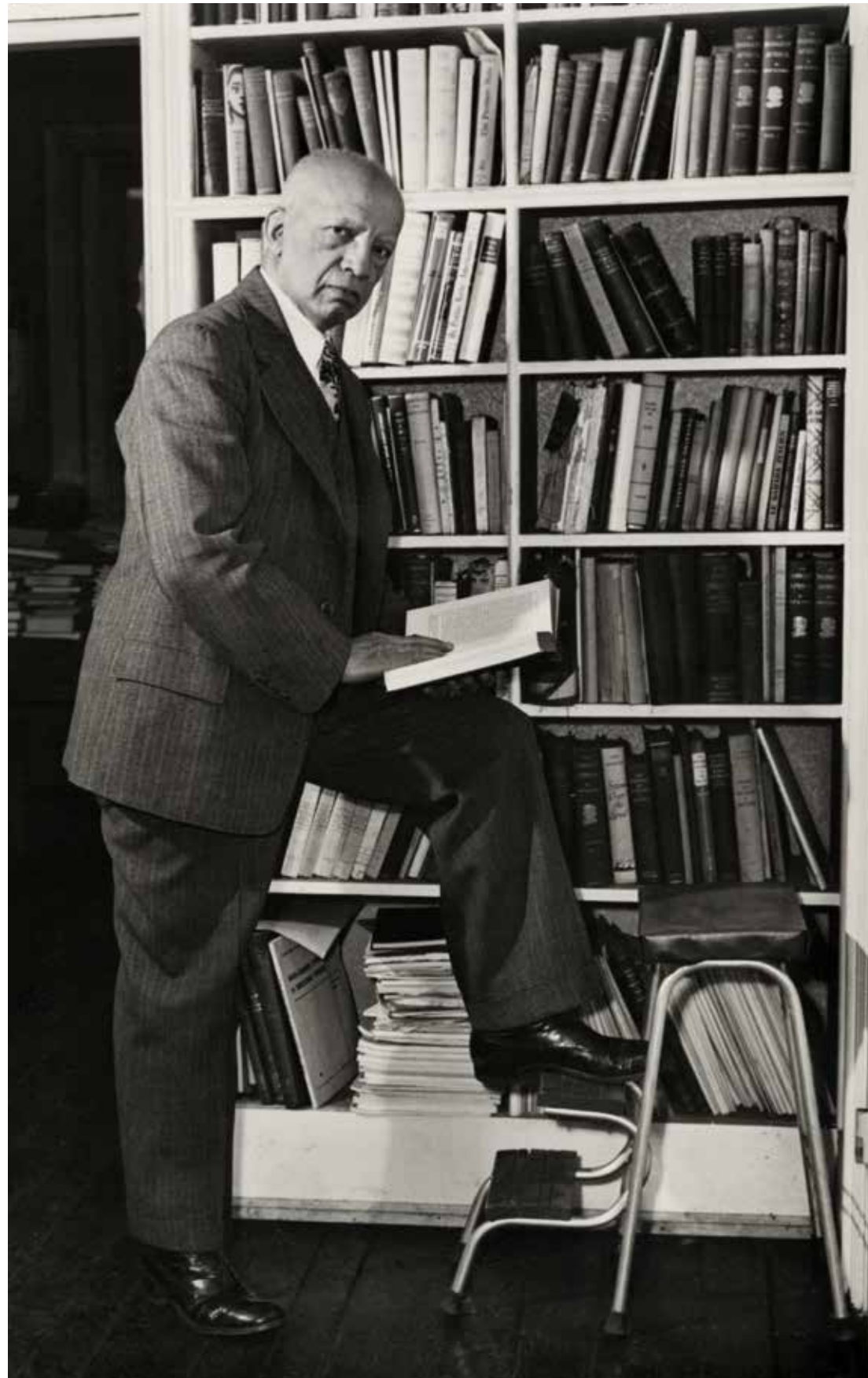
Purpose statements summarize the reasons a park is included in the national park system. They are derived from the legislation or presidential proclamation that created the park and the legislation that created the National Park Service.



Plaque on the facade of 1428 9th Street, N.W. designating the house as a National Historic Landmark.
NPS Photo

The following purpose statement for the Carter G. Woodson Home National Historic Site was developed during creation of the site’s General Management Plan, completed January 2012:

The purpose of Carter G. Woodson Home National Historic Site is to inspire and educate through the preservation of the home, life, and legacy of the preeminent historian and educator Dr. Carter G. Woodson.



Dr. Carter G. Woodson in his library at 1428 9th Street, N.W.

Image courtesy Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution

Significance

Statements of significance describe a park's distinctive natural, cultural, or recreational resources and values that are the factual rationale for national recognition and preservation of the site. A significance statement is based on establishing legislation and subsequent scholarship and provides a framework for priorities and decision-making based on the reasons that the park was established. Significance statements identify the resources and values fundamental to a park and help to shape interpretive themes and identify appropriate visitor experiences.

The following statements of national significance for the Carter G. Woodson Home were developed as part of the general management planning effort.

The site is significant because:

- The Carter G. Woodson Home was the residence of Dr. Woodson from 1922 until 1950, serving as a center for his pioneering work on scholarly research of African American history and his groundbreaking educational programs that promoted an appreciation of African American culture and history for all people throughout the nation and beyond.
- The Carter G. Woodson Home was a community focal point in the Shaw area of Washington, D.C., where the interaction of African Americans of diverse trades, professions, and economic backgrounds strongly influenced

Dr. Woodson's work, research, and teachings.

- While living at his home on Ninth Street NW, Dr. Woodson founded Negro History Week (now Black History Month), which continues to have a broad impact around the world and has inspired similar events celebrating cultural identity and awareness.
- In 1915, Dr. Woodson founded the Association for the Study of Negro Life and History, later known as the Association for the Study of African American Life and History (ASALH). The organization operated out of his home from 1922 until 1971, and continues today to promote his scholarly work and vision.
- Established by Dr. Woodson as an enterprise of ASALH in 1921, Associated Publishers, Inc., was one of the first American publishers to print and distribute the works of African Americans, giving a voice to that traditionally underrepresented group. The books focused on the history and culture of African Americans and African-descended people. Most often, the press' books were published by black scholars, professionally trained and self-taught. Perhaps the most wide-selling book from the press was Woodson's *The Negro in Our History* (first published in 1922). It was one of the first major textbooks on African American history. Another influential book is his 1921 *The Case of the Negro* (republished as *Carter G. Woodson's Appeal*). The

publishing office was located at his home until ASALH moved to new quarters in 1971.

Fundamental Resources and Values

The National Park Service works to ensure that the resources and values that are fundamental to maintaining a site's significance are preserved for public enjoyment. Fundamental resources and values that support significance statements provide park managers and staff with a measure for what is critical to maintain the integrity of a park. If the fundamental resources and values become degraded, then the significance of what is most important about that place may be jeopardized.

The following resources and values for the Carter G. Woodson Home National Historic Site were identified during general management planning. They are fundamental to maintaining the site's significance.

- CARTER G. WOODSON HOME.**
 The house at 1538 9th St. NW in which Dr. Woodson lived and worked from 1922 to 1950 is the main tangible fundamental resource remaining connected to Dr. Woodson. Here he wrote many of his articles and books, and held community meetings. Dr. Woodson's scholarly work and advocacy contributed significantly to the cultural identity and awareness of the African American community in the United States and throughout the world. His home served as the headquarters for ASALH from 1922 until 1971. Dr. Woodson is an icon within the African American community



1438 9th St., N.W., Washington, D.C., the former home of Dr. Woodson and headquarters of ASNLH and Associated Publishers, in 2005.
 NPS Photo

and the house provides a tangible connection to his life and works. Its preservation and interpretation, along with adjoining No. 1540, make it the paramount fundamental resource within the national historic site.

- SHAW AREA STREETScape.**
 Expanding on the streetscape and alleyscape identified in the general management plan, the context of the Shaw area was identified as fundamental to the site. The neighborhood and streetscape surrounding Woodson's home are fundamental resources because they have not changed significantly

since the time Dr. Woodson lived on Ninth Street NW. They give a sense of what Dr. Woodson's surroundings were like when he lived there, which creates a tangible connection to the era in which Dr. Woodson lived. Key places that provide context to the site today include the YWCA, Woodson Park, Shiloh Baptist Church, and the Shaw Heritage Trail. While the Shaw area streetscape is fundamental to the history of Dr. Woodson, it is not part of the authorized boundary of the national historic site.

The street streetscape near 1438-1443 9th Street, N.W.
 Photo courtesy Library of Congress



- **STRUGGLE FOR CIVIL RIGHTS.**

A fundamental value of the site is its connection to the struggle for civil rights for all Americans and the belief that everyone deserves dignity and basic human rights. While Woodson's belief in civil rights for African Americans was connected to a broader belief in human rights—and therefore can be linked to the struggle for “all” Americans for basic rights—his most pressing concern was the struggle for the advancement of blacks' rights during the era of Jim Crow segregation. Dr. Woodson and his work must be seen in the context of those times.

During the years leading to America's entry into World War I and the turbulent years after, the entrenched racism in American society found continued expression. For instance, in 1915, the same year that Dr. Carter G. Woodson founded the Association, D.W. Griffith released the film *Birth of a Nation* to a national audience. *Birth of a Nation* was based on the 1905 novel, *The Clansman*. The movie distorted public perceptions of the Reconstruction era, portraying it as a time of ruthless white Republicans and immoral and ignorant black men in control in the south. The movie's popularity was further enhanced when it was screened in the White House by President Woodrow Wilson. It was during this period that Dr. Woodson and his contemporaries were involved in laying the groundwork for the later civil rights

movement. An appreciation of this protracted struggle is imperative to a comprehension of Woodson's life work, including the founding of the Association and *The Journal of Negro History*, among other initiatives.

In many significant respects the history of blacks in America is a story of constant struggle: the fight to end slavery, the efforts to enjoy human rights, the battle to secure civil rights and to obtain equal rights were hallmarks. The scholarly work, advocacy, and triumphs of Dr. Woodson and his colleagues during the Jim Crow era laid the groundwork for the Civil Rights Movement of the 60s and provided a template for the leadership that emerged during those times.

- **EDUCATION AND SCHOLARSHIP.**

Another fundamental value associated with the Carter G. Woodson Home National Historic Site is education and scholarship, which represents Dr. Woodson's legacy. As the home of one of the preeminent figures in the study of African American history and heritage, the Woodson site embodies the values of education and scholarship. Dr. Woodson was the founder of the Association for the Study of Negro Life and History, now known as ASALH, and he based this educational organization out of his home. This living connection to his legacy of scholarship continues today with the partnership between the association and the National Park Service.

Interpretive Themes and Stories

Interpretive themes provide the framework for all aspects of park interpretive programming. They are derived from the proclamation that established the park, as well as park purpose and significance. Interpretive themes are specifically linked to a site and its stories and reinforce the reason that place was set aside as a unit of the National Park system.

While themes are important as the conceptual framework to guide park and interpretation management decisions, they are not intended for public consumption. The themes represent an internal infrastructure and a framework for interpretation, but what matters to the public is how themes are conveyed through stories that are delivered via a comprehensive mix of media, technology, and personal services programming.

Subthemes or stories flow from primary interpretive themes. Each subtheme or story focuses on an element of a primary interpretive theme, providing more narrow and specific guidance for the development of an interpretive service. Every interpretive service is based on a subtheme. Subthemes enable in-depth, interesting treatment of primary interpretive themes, and they help the interpreter assist visitors to connect in subtle, complex, and meaningful ways to park resources.

Development of interpretive themes and stories for the Carter G. Woodson Home National Historic Site brought together a wide range of participants in planning, including park partners, scholars, historians, and many interested citizens. The following themes are intended to inspire connections to the site's fundamental resources, and to connect to universal human values that transcend both time and culture.



Alex Romero, Gayle Hazelwood, Robert Parker of the NPS, and Sylvia Cyrus of ASALH in front of a display showing the stamp issued by the U.S. Postal Service depicting Carter G. Woodson.
NPS Photo

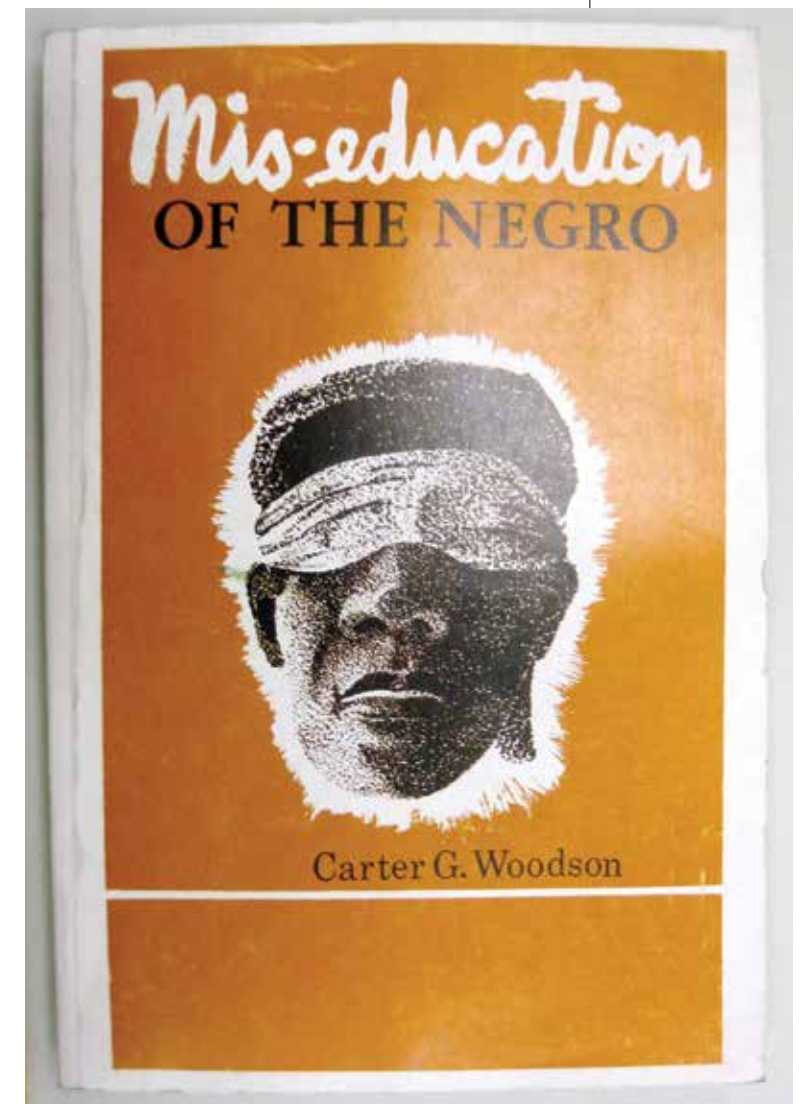
“THE FATHER OF BLACK HISTORY/ BLACK STUDIES.”

Through decades of struggles and triumphs, Dr. Carter G. Woodson was driven to change our understanding of American history. Known as the “Father of Black History,” Woodson, a historian and social activist, began the observation of Negro History Week in order to ensure that the contributions of African Americans to the growth of this country would be taught and recognized.

- Negro History Week, established in 1926, became a national movement led by Dr. Woodson to educate the black masses. Schools and other black institutions initiated Negro History Week programs in cities and towns across the nation. Over the next fifty years the movement grew and became more institutionalized. Negro History Week became Black History Month in 1976 during the nation’s Bicentennial.
- Dr. Woodson’s seminal publication *The Mis-education of the Negro*, pointed out that African Americans’ knowledge of their own history had been willfully suppressed not only by mainstream historians, but by society at large.
- Many know the title, but few have read the book and appreciate its multi-dimensional character. It is a collection of essays that attacks “highly educated Negroes” while also critiquing the systematic oppression of black people at various levels.
- There are several critical elements in Woodson’s concept of mis-education. He places great emphasis on service to the masses and education as a vital power and process for such service. In the book’s most familiar passage, he contends that *“when you control a man’s thinking, you do not have to worry about his actions . . . you do not have to tell him not to stand here or go yonder. He will find his proper place and stay in it. You do not need to send him to the back door . . . in fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary.”* The book was very controversial at the time, as reflected in reviews from leading black intellectuals and scholars.
- *The Mis-Education of the Negro* has inspired future generations (Lauryn Hill, hip hop culture, Nike’s Black History Month Air Force One sneakers). This book has most likely been reprinted since its original publication in 1933 more times than any other book by a black author.
- Recognizing that robbing a people of their history is a way of devaluing their heritage, stripping them of their power and “keeping them in their place,” Dr. Woodson fought to restore that history to black people through life-long, tireless efforts, and extraordinary vision. He was part of a tradition of black leaders with true dedication to their race—“race” men and women—who fought on behalf of the masses of black people, forcing the nation to recognize the value of the history and contributions of African Americans.
- A visionary, Dr. Woodson devoted his life not just to education, but also to influencing the content of our nation’s educational curricula, urging that African American history be fully integrated into “American history,” and advocating for a “Negro History Week” in all schools, which eventually became institutionalized nationwide as “Black History Month.”
- Woodson’s engagement with education included production of textbooks—such as *The Negro in Our History*, *The Negro History Bulletin*, and many other publications of the Associated Publishers, Inc., that revealed elements of long-suppressed black history. He worked with black schoolteachers, especially black women, and initiated educational outreach programs such as the Extension Bureau.
- Dr. Woodson’s advocacy on behalf of black history helped create and reinforce today’s unique African American identity, which is distinct from that of white America. Although there is no question that African American history is a core aspect of American history as a whole, this theme statement is intended to articulate the fact that African American history involves elements of culture, experience, and identity which are independent of Anglo-American history.

*Those who have no records
of what their forbearers have
accomplished lose the inspiration
which comes from the teaching of
biography and history*

Carter G. Woodson



The cover of the 1969 reprinting of Dr. Woodson’s 1933 book, *Mis-education of the Negro*.

NPS Photo

If a race has no history, it has no worthwhile tradition, it becomes a negligible factor in the thought of the world and it stands in danger of being exterminated.

Carter G. Woodson

IMPACT OF HIS LEADERSHIP.

Dr. Woodson's visionary leadership broadened his already significant impact on the field of African American history and a broad spectrum of society through rigorous scholarship, mentoring of young scholars, an entrepreneurial spirit, the founding of farsighted, innovative organizations, and publications that opened that history to all.

- Woodson's home became an esteemed center for research that set the standard from 1915 to 1950. He never shied from or feared repercussions from his challenges to powerful institutions, and never stopped policing contemporary scholarship.
- Dr. Woodson trained generations of historians and served as mentor to many who went on to successful academic careers.
- By the mid-late 1930s, Dr. Woodson had come to understand the power of controlling one's own publications and organizations. A realist, Woodson recognized that he could not realize his vision of American history without the participation of others.
- Woodson did not accept the view of black people dictated by the white power structure, many of which were vital sources of funding. He did not accept the assumption that black culture is inferior, and that the goal of black people should be to be like white people. He was fiercely independent, and determined not to flinch from the truth. He eventually broke ties with formerly supportive white organizations.
- For example, the Rockefeller Foundation emphasized manual training for blacks, instead of the broader educational goals that Dr. Woodson encouraged.
- Woodson entered a debate with W.E.B. Dubois regarding the portrayal of the race in the *Encyclopedia of Negro History*, and continued to emphasize the contributions of people of African descent throughout his life.
- Joining Omega Psi Phi, the nation's first fraternity for black professional men, Woodson encouraged members to become more active in promoting the study of black life and history.
- The founding of the Association for the Study of Negro (now African American) Life and History created a professional organization that paralleled those of the mainstream academic world. The ASNLH provided a platform for African and African American scholars through which they could share their research and findings, a platform deliberately denied them

by white scholarly organizations that excluded African American contributions.

- Dr. Woodson founded Associated Publishers, Inc., a publishing company headquartered in his "home office," because mainstream academic presses would not publish the work of black scholars. The publishing company represented an early advance of the civil rights movement.
 - *The Journal of Negro* (now *African American*) *History* Dr. Woodson founded is the leading scholarly publication devoted to the study of black history
 - Dr. Woodson believed that history was not just for academics, but should be accessible to all. His books, educational materials, *Negro History Bulletin*, and lectures and speeches at schools all presented history accessibly.
 - He offered free educational kits on black history to anyone who asked – especially teachers and parents.
 - Associated Publishers published children's books that reinforced the concept of a black identity, rebutted racist textbooks, and helped to build racial pride.
 - As a scholar, Woodson focused on African American history and culture defined and redefined. He believed that historical study must go beyond dates, names, and facts and that meaningful history must present descriptions of the surrounding social conditions.
- He forced historians to leave old research traditions behind and to strike forth on research in uncharted scholarly frontiers.
- He infused his own research with myriad African American historical firsts, and refused to give scholars the opportunity to treat African American history and culture as an afterthought. He forced the reorientation of historians who had previously believed that all historical concepts and themes had already been addressed.
 - Cultural preservation was central to all of Dr. Woodson's work. Through the preservation of African American history, he encouraged scholars and ordinary citizens alike to develop a deeper interest in the entire nation's history. He encouraged historians and the general public to embrace the fact that knowledge of the past enhances contemporary lives.
 - He advocated for and continues to inspire the notion that history must incorporate multiple perspectives. The standard published sources were never sufficient: he included the broad range of African American heritage and the contributions of African Americans in his every study.
 - Dr. Woodson was an activist as well as a scholar. He never feared to challenge powerful institutions both black and white, including those involving politics, religion, and intellectual/academic pursuits. Although at times he keep these two

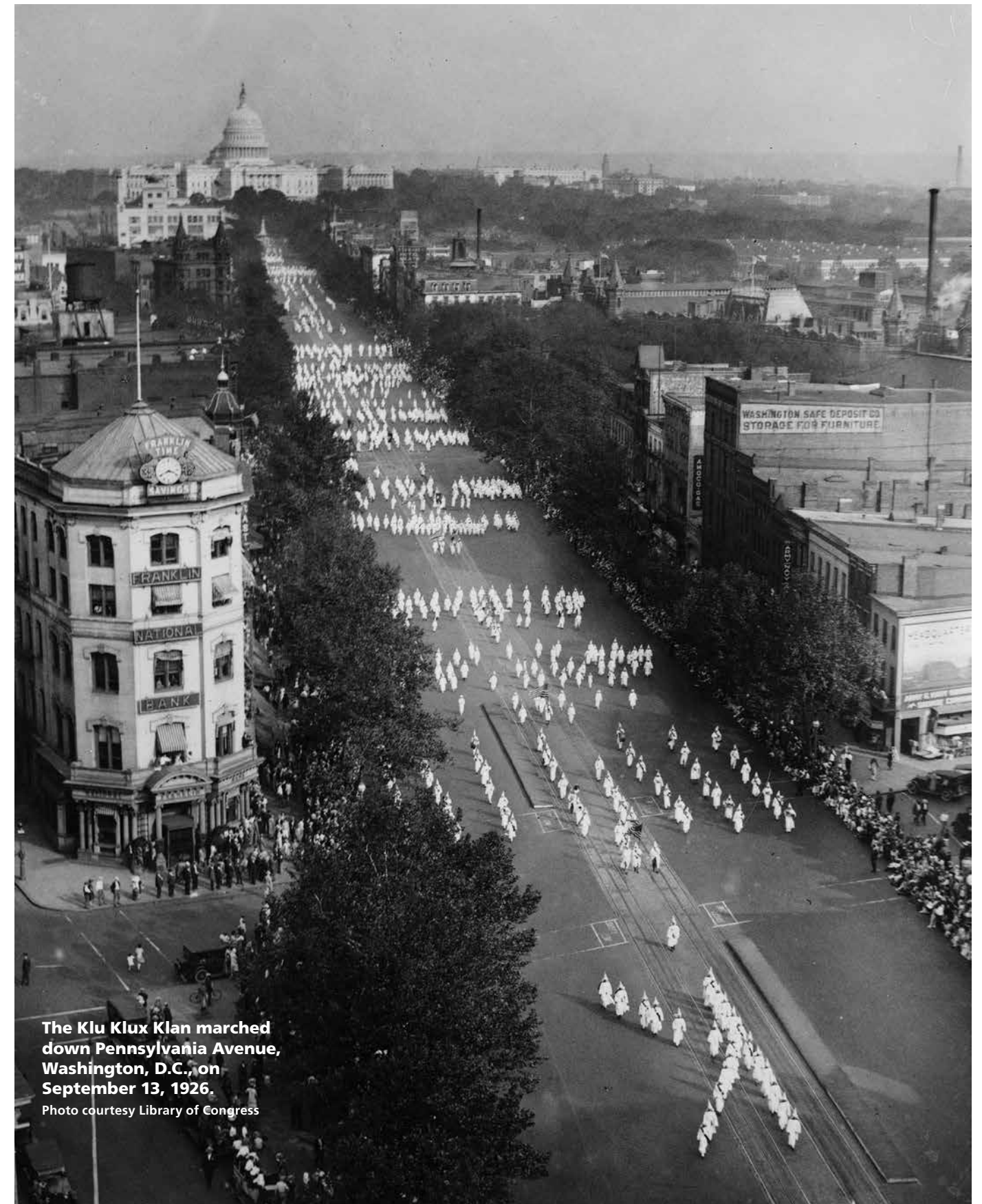
aspects of his work separate, he did produce scholarship and editorials in leading newspapers that highlighted the struggle for civil rights, equality, and social justice (see essays in *The Pittsburgh Courier*, *The Chicago Defender*, and *The Norfolk Journal and Guide*.)

- In 1920, Woodson joined the Friends of Negro Freedom, a radical organization that stressed alleviating the chronic economic problems facing black America, founded by Chandler Owens and A. Philip Randolph. Woodson called Randolph a “Twentieth Century Prophet.”
- Woodson shared certain beliefs with Marcus Garvey, a leader in the Black Nationalism and Pan-Africanism movements and founder of the Universal Negro Improvement Association (UNIA). Woodson wrote a weekly column in Garvey’s newspaper *Negro World*, and is considered one of the few African American intellectuals to provide an objective assessment of Garvey’s work.
- In one sense, Woodson was an early black public intellectual before the term became popular. He believed that black scholars and intellectuals owed a responsibility and debt to uplift the black community as a whole.

- Woodson’s accomplishments are the more remarkable in that they took place at the height of the Jim Crow era. Washington, D.C., offered a rich context for a thriving African American culture during his time there, but it was also a time of rampant segregation, discrimination, and danger for black residents, including a devastating race riot in 1919, a march on the city by the Ku Klux Klan in full regalia in 1926, and other menacing and hostile circumstances.

*The mere
imparting of
information
is not
education.*

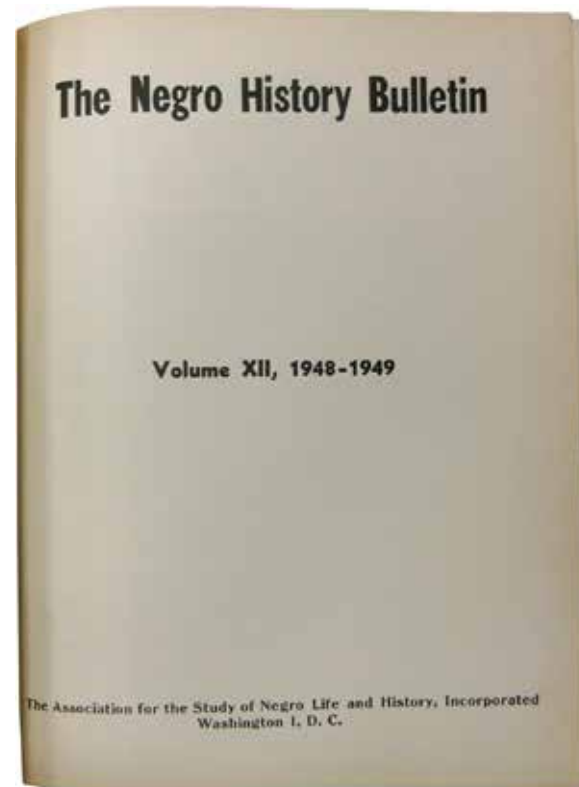
Carter G. Woodson



The Ku Klux Klan marched down Pennsylvania Avenue, Washington, D.C., on September 13, 1926.
Photo courtesy Library of Congress

In our so-called democracy we are accustomed to give the majority what they want rather than educate them to understand what is best for them.

Carter G. Woodson



THE COMMUNITY.

Dr. Woodson’s home, frequented by nearly every prominent, influential African American activist and scholar of his day, served as a resource and focal point for the African American community within the Shaw neighborhood, throughout Washington, D.C., and throughout the nation, providing today’s audience with a tangible link to the man, his achievements, and his cultural legacy.

- The Shaw community nurtured Dr. Woodson, and he in turn nurtured

the community. Elements of Dr. Woodson’s community included Shiloh Baptist Church, Howard University, the Phyllis Wheatley YWCA, Shaw Junior High School, Dunbar High School, Armstrong Manual Training School, LeDroit Park, and the homes of notable community activists in the neighborhood, especially that of Mary McLeod Bethune, whose nearby Council House is also a National Historic Site.

- The community played a role in supporting the Association. Woodson often praised those who gave money to the cause, such as Shaw Junior High School and the Helping Hand Club of the 19th St. Baptist Church.
- Woodson’s circle included Mary McLeod Bethune, Julius Rosenwald, Robert Best, Jerry Moore, Langston Hughes, Dorothy Height, Ann Gardner, Charles Wesley, John Hope Franklin, Marian Pryde, W.E.B. Dubois, Rayford Logan, Lorenzo Greene, A. Locke, C. Williams, Lawrence Reddick, Lorraine Hansberry, Dorothy Porter Wesley, A. Philip Randolph, Chandler Owen, and Marcus Garvey, among many others. Many of these notables visited Dr. Woodson in his home office, and reported that contact with him was life-altering.
- While Dr. Woodson and W.E.B. Du Bois were arguably the greatest contributors to the black historical profession of their time, their relationship was tumultuous. While Du Bois praised Woodson’s creation

of Negro History Week, and called his *The Education of the Negro Prior to 1861* “the most significant book concerning the Negro race” published in 1915, he was outspoken in his critique of Woodson’s general approach to scholarship. For example, he argued that *History of the Negro Church* (1922) did not reflect an understanding on Woodson’s part of the deeper complexities and meanings of the black church and religion, in spite of the opinion of many of the leading historians of the African American religious experience that the work was a classic in its field. In turn, Woodson criticized Du Bois’ participation in the Phelps-Stokes *Encyclopedia Africana* project of the early 1930s, arguing that the project’s black intellectuals lacked character and were willing to sell out the African American people in exchange for recognition within white scholarly circles. Du Bois retaliated with a critical and mean-spirited assessment of the “Father of Negro History” on the occasion of Dr. Woodson’s death in 1950.

- Woodson especially appreciated the support of the women of his circle, prominently including his trusted close advisor, friend, and colleague Mary McLeod Bethune. He mentored many young women, and worked closely with women in the office, such as Willie Leanna Miles, Mary Pearl Daugherty, and Dorothy Revallion, who were the backbone of the ASNLH and *The Negro History Bulletin*.¹

- One of the best known and well respected black leaders, Mary McLeod Bethune served as president of ASNLH from 1935 to 1952. She supported Woodson in his quest to democratize and popularize African American history. Like Woodson, she believed that black historians needed to arm black children with knowledge of their past and the achievements of African Americans, inspiring them to persevere and take pride in their race. Woodson called her “one of the most distinguished personages of her time,” high praise from a man who rarely handed out compliments. About Woodson, Bethune said, “I loved Carter Woodson. He helped me to maintain faith in myself. He gave me renewed confidence in the capacity of my race.”
- His community included people of the arts, music, poetry, and literature.
 - Dr. Woodson was an entrepreneur who, while his own material needs were minimal, recognized the power and relevance of economics as a tool for self-advancement and self-determination. He urged black entrepreneurs to serve and strengthen the community through their business efforts and made a concerted effort to ensure that his organizations benefitted the community economically.
 - The District of Columbia has served as an important center for African American life since the time of the Civil War. The cultural

¹ More research is needed on the women in Dr. Woodson’s circle, their impact on his work, and his impact on them.

milieu centered on U Street’s “Black Broadway,” the center of political influence, the availability of higher education for black people, and local African American culture were all factors that influenced Dr. Woodson to create his “home office” in Washington.

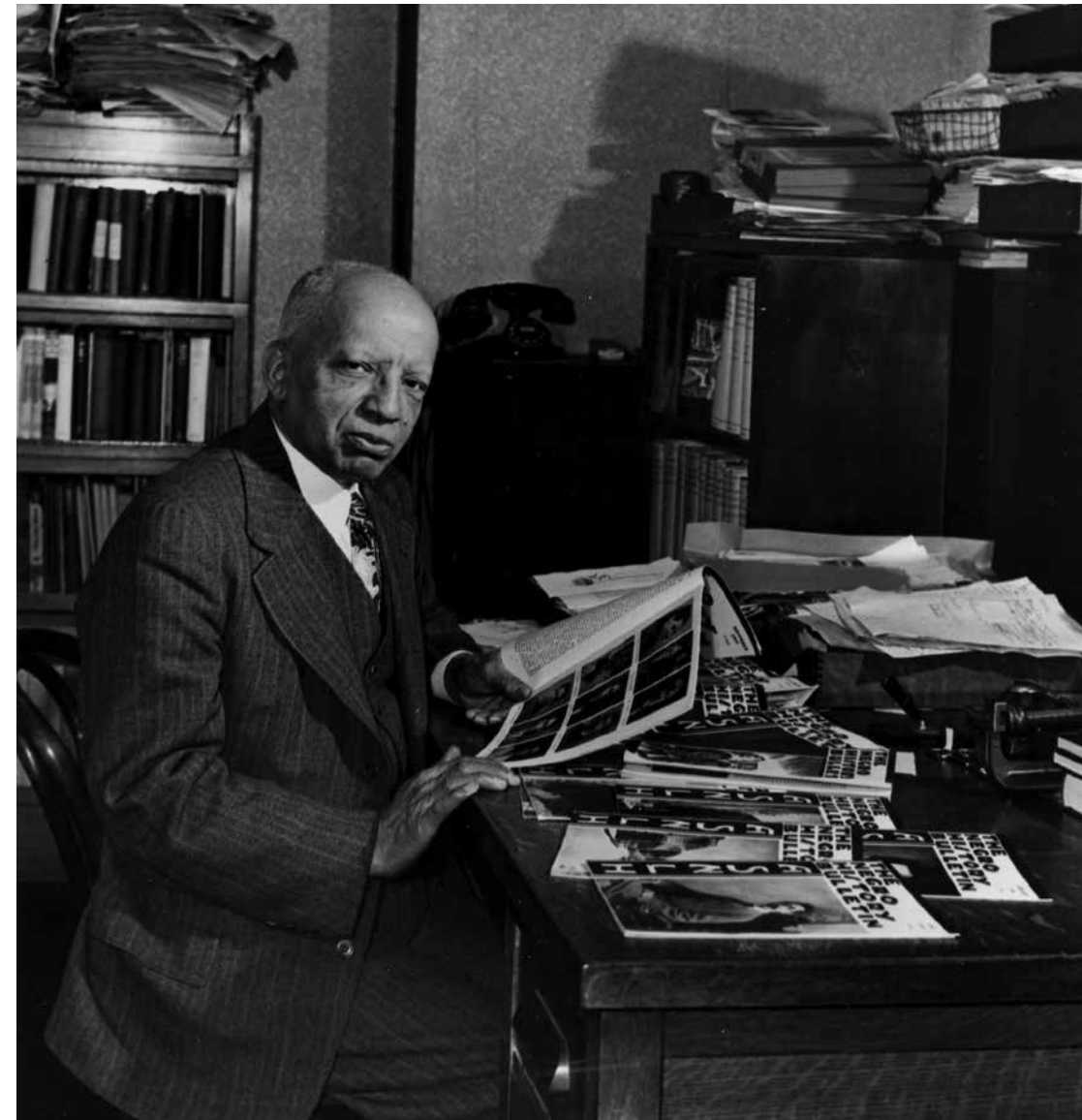
- In a broader sense, Woodson’s community stretched far beyond the Shaw neighborhood and Washington, DC. His work broadened the role and racial awareness of African American educators and institutions nationwide.

WOODSON THE MAN.

Dr. Woodson’s rise from poverty and humble beginnings during the challenges of the Jim Crow era, strengthened and encouraged by his remarkable, proud parents who were without formal education and had once been enslaved, and by his own discipline, drive, and determination, serves as inspiration for everyone today who strives to carry on his legacy.

- While Dr. Woodson never wrote a formal autobiography, he did share important information about his life in various columns in journals that help shed light on his life.
- Dr. Woodson was a black culture nationalist. He was a world traveler, with respect for people in all walks of life who embraced people of all races, religions, ethnicities, and social classes.

- Woodson began his working life as a coal miner, share cropper, and garbage truck driver—jobs he was proud of and that gave him an appreciation for people of all races. The youngest child of his parents, he spent his early years working to help his family survive.
- In keeping with the African tradition of oral learning, Woodson was informally educated by elders and storytellers in his community. He taught himself to read using the McGuffey reader. In addition, his uncles on his mother’s side were school teachers who played a role in his education.
- Once he learned to read, he began to teach others. He read African American newspapers to his father and to Civil War veterans, helping to further their education, and learning about the world. His story highlights the past and continuing value of the African American press to the nation.
- Dr. Woodson’s educational journey reflects remarkable achievements. His first formal schooling began when he entered West Virginia’s Frederick Douglass High School at age nineteen, completing a four-year course of study in less than two years. Woodson was admitted to Pennsylvania’s Lincoln University as a sophomore in 1897, graduated from abolitionist-founded Berea College in Kentucky, and then worked for the U.S. government as an education superintendent in the Philippines. He received bachelor’s and master’s degrees from the



Dr. Carter G. Woodson at his desk.

Image courtesy Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution

University of Chicago and a doctorate from Harvard University. Ultimately he became only the second African American to receive a Ph.D. from Harvard University, as well as the first and only African American of slave parentage to earn a Ph.D. in history.

- Woodson taught at Armstrong Manual Training High School from 1909 to 1911 and 1918-1919, and at the M Street School from 1911 to 1917, both in Washington, D.C.

- From 1919 to 1920, Woodson served as Dean of Howard University’s School of Liberal Arts, where he was a well-known and controversial figure. While there, he established a program of graduate training in history and introduced the study of black history. Many of his indictments of black colleges in *The Miseducation of the Negro* were based on his experiences at Howard, where his approach conflicted with that of Howard’s white President,

Dr. J. Stanley Durkee. Woodson left after one year.²

- From 1920 to 1922, Woodson served as a dean at West Virginia Collegiate Institute.
- Dr. Woodson was a spiritual man who felt he was doing God's work, although his faith was nondenominational. The positions he took often led to conflict with black clergy of his day. However, he had good relationships with various ministers, with Shiloh Baptist Church, and with the 19th St. Baptist Church's Helping Hand Club.
- Dr. Woodson was proud of his race and sacrificed a great deal to restore their history to the African American people.
- He had a special fondness for children, and devoted countless hours to reading to and talking with them.

- Because of the strength of his single-minded devotion to his cause, Dr. Woodson could be demanding and critical. He felt an unyielding spiritual mandate to address and remediate the willful suppression of black and African history, and he would let nothing get in the way of this mission, including family life. Although many of his colleagues reported that he was difficult to work/live with, he nevertheless inspired them—as his legacy continues to inspire people today—with his courage, integrity, dignity, high standards, persistence, and determination.

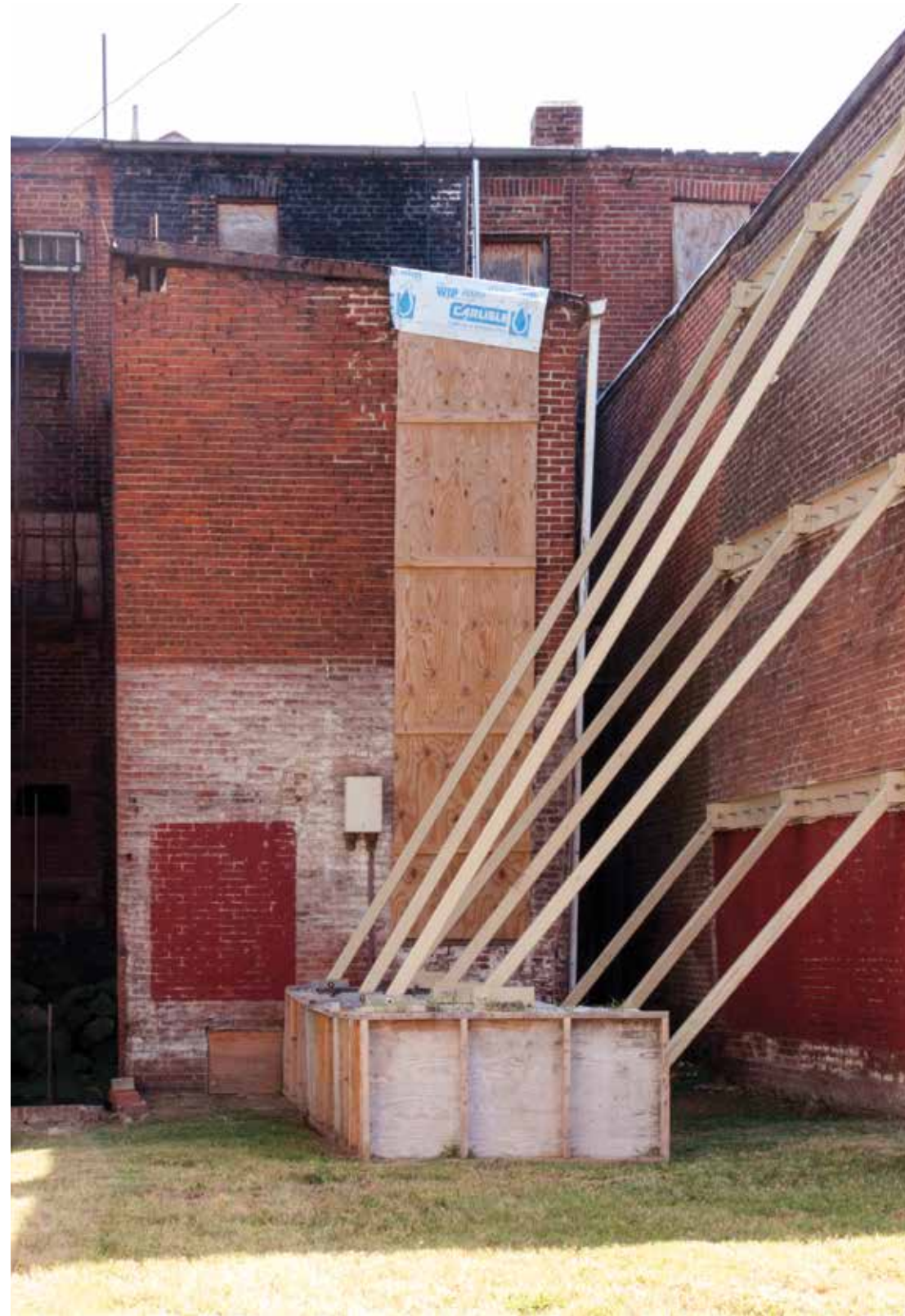


Carter G. Woodson.
Image courtesy Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution

I am ready to act, if I can find brave men to help me.

Carter G. Woodson

² More research is needed on the circumstances of Dr. Woodson's tenure at Howard University.



The Carter G. Woodson Home NHS, showing the back wall of 1540 Ninth Street, N.W. being propped up to keep it from collapsing, 2013.

NPS Photo

Management Goals

These goals describe management's intent in offering interpretive and educational programs and services.

The site is currently being rehabilitated after years of neglect that left the building unsafe. The community of engaged partners and others interested in Dr. Woodson's work and long-term impact on the cause for civil rights is working to create an international center for telling the stories of Woodson the man and historian, and his vital role in the reform of education globally. Both onsite and virtual visitors will be enabled to discover their own connections to the Woodson legacy, and interpretation of the home will serve to raise its local, regional, and national visibility as a unit of the National Park System.

It is important that the site become a great deal more than a staid, dull facade filled with objects of curiosity in traditional museum display cases. The NPS has established a period of significance for the home, but must never lose sight of the vibrant history of Dr. Woodson and the ASALH, including the ongoing impact of their work. The work of ASALH today enhances the historical events to be interpreted at the site. The dynamic history of the organization will give the artifacts and stories being told at the site the rich context they deserve.

INNOVATIVE INTERACTION

Stepping outside the comfort zone of mainstream delivery methods

and messages (as Dr. Woodson did), Carter G. Woodson Home National Historic Site will provide an interactive experience using innovative technologies and universal design (meeting and exceeding the Architectural Barriers Act standards) to create distinctive opportunities for visitors to become engaged with the life, organizational work, and contributions of Carter G. Woodson.

EDUCATIONAL IMPACT

The site will provide an educational experience around Woodson as a scholar and an institution builder that will inspire visitors to appreciate the impact of his work and vision during his lifetime and beyond, and will motivate them to further the work of Dr. Woodson and ASALH. Through interpretation of the ways in which Dr. Woodson's focus, determination, and dedication transformed this nation, visitors will be inspired to continue his legacy.

COMMUNITY BUILDING

The vision for the Carter G. Woodson home reaches far beyond traditional techniques for the interpretation of historic homes. It addresses the site as a center of community, as a home for ASALH, and as a vital means of connecting with the many educational institutions throughout the world with relationships to Dr. Woodson, including his fraternity, Omega Psi Phi. In addition, because many key audiences may not visit the site in person, the home will serve as a beacon for the global followers of Dr. Woodson's work through innovative use of interpretive media,

allowing people everywhere to have the opportunity to form emotional or intellectual connections to the park themes and Dr. Woodson’s legacy. Opportunities for outstanding experiences at the site will inspire visitors to return with others on multiple visits. Through a compelling message and inventive excellence, the Carter G. Woodson Home will become a premier destination for visitors, and a springboard for Shaw community revitalization. Carter G. Woodson Home National Historic Site will attract, engage, educate, and inspire a multicultural and diverse audience to develop a sense of pride in themselves and their ancestors, and, on a larger scale, pride in this country and its history.

Interpretation of the Woodson home will add to the rich context of African American intellectual life and activism within the city of Washington as represented by the Mary McLeod Bethune Council House National Historic Site, the Frederick Douglass National Historic Site, the African American Civil War Memorial and Museum, the National Museum of African American History and Culture, the interpretive trails developed throughout the city, and many other significant sites.

Audiences at Carter G. Woodson Home National Historic Site

Because different audiences have varied needs and expectations, potential audience segments were identified by the planning team. Specific strategies and methods targeting the needs of each are described in the Recommendations and Implementation Plan sections, below.

YOUTH AUDIENCE. Following in Dr. Woodson’s footsteps, the youth audience has been identified as one of the most important for Carter G. Woodson Home National Historic Site. It will need to be addressed so as to reflect the targeted program needs of each type of youth audience.

These include:

- School groups, elementary through high school (including home-schooled)
 - neighborhood
 - national
- Church youth groups
- Families with children
- College and university students
- Hip hop generationers

TOURISTS. This category includes:

- Tour groups
- Family reunions
- Organized groups, such as fraternities, sororities and churches
- International tourists
- D.C. tourists (on their own, not with a group)
- African American heritage tourists
- Visitors to Mary McLeod Bethune Council House National Historic Site and Frederick Douglass National Historic Site

- Visitors to the National Museum of African American History
- National Park Travelers Club

LOCAL COMMUNITY NEIGHBORHOOD.

VIRTUAL AUDIENCE. This category includes access via the internet and all forms of social media.

SPECIAL VISITOR CATEGORIES.

These include:

- Scholars and researchers
- Elected officials (local and national); potential funders
- Volunteers (especially through training and orientation events, etc.)
- Artists-in-residence, including poets, painters, hip-hop artists, etc.

Note that each of these audience categories may include non-English speakers and persons with disabilities, whose needs will be met through use of the principles of universal design.

Desired Visitor Experiences

These are the important experiences that should be available to all audiences. They describe the nature of the experience, which can be interpretive, recreational, or self-directed. They describe the “visit” itself—things that people may be able to see, do, learn, think, feel, or experience at or through a national park. The experiences may involve recreational opportunities, information or intellectual pursuits, emotions, impressions, relationships, or other elements. They consider how people will experience and access a park and its stories no matter where they are located, whether physically in a park or by accessing information from another location through technology.

Visitor experience opportunities relate to park purpose, significance, themes, and desired outcomes. The mix of services and facilities necessary to achieve these goals over time will shift and evolve depending on changes in audience and their needs, available delivery methods, and the array of resources available in a park.

VISITORS WANT ACTIVE EXPERIENCES, LIKE:

- Walking the neighborhood and seeing the places Dr. Woodson saw daily
- Connecting with the sights and sounds of everyday life in Dr. Woodson’s home and office, including discussions of ideas, talk about ASALH business, and the

exchanges involved in interpersonal relationships.

- Visiting Dr. Woodson’s stoop, hearing a story with a lesson, and creating something that connects with the lesson.
- Participating in the Junior Ranger program.
- Buying educational books, DVDs, and materials.
- Engaging in dialogue about the teachings of all Americans’ history.

VISITORS WANT TO ENGAGE THEIR SENSES, BY:

- Seeing the place. Being in Woodson’s space. Seeing where he lived on the 3rd floor. Walking into his office. Going down to the basement to see where the books were stored.
- Experiencing the surrounding neighborhood and seeing where the home is in proximity to other places.
- Hearing and dancing to music inspired by the “Black Broadway” of Woodson’s time and other African American artists of the period.

VISITORS WANT TO ENGAGE WITH THE SITE INTELLECTUALLY, BY:

- Learning about Dr. Woodson and understanding him as a leader and intellectual.
- Learning what Carter G. Woodson accomplished in his life.

- Learning about the education that Dr. Woodson acquired and how he freely shared it with the community in hopes of making a change.
- Experiencing scenes of Dr. Woodson’s life and work and then pondering the question: How did Dr. Woodson survive and literally turn the world’s attention to the life and history of people of African descent in the face of so many obstacles?
- Gaining knowledge and understanding regarding the Jim Crow era and how that impacts the present day.
- Striving to understand the importance of history.
- Learning about and appreciating Dr. Woodson’s relationship to his “office home.”
- “Looking into the mirror” of history and seeing and feeling that every action each takes from now on is a choice: it can move one forward toward Woodson’s vision, or help maintain the status quo.
- Learning what it was like to visit Dr. Woodson’s home when he lived there.
- Discovering the dynamic struggle for integration of African American history into the broader American history curricula.
- Engaging in activities that invite conversation.



The Morgan State University Choir singing at the Carter G. Woodson Birthday Celebration in 2010
NPS Photo

VISITORS WANT TO ENGAGE EMOTIONALLY, BY:

- Being moved by the enormity of Woodson’s accomplishments despite the odds.
- Connecting with Dr. Woodson’s humble beginnings and struggles.
- Becoming inspired by one man’s determination and success.
- Becoming aware of the racist historical scholarship that Woodson was confronted with and sought to debunk.
- Getting inspired by the early black history movement that Woodson promoted.
- Seeing how the organization is carrying on Dr. Woodson’s work.

Issues and Influences

This section describes internal or external issues, influences, opportunities, pressures, conflicts, problems, trends, initiatives, relationships, or goals that may affect interpretation. They are the factors that need to be taken into consideration when developing implementation strategies and actions.

During the early information gathering phase of this planning process, the planning team was privileged to engage with the site’s stakeholders through a series of three open house sessions (and one web-based platform; see below). Open house participants were invited to provide their input in response to five critical questions that were posted on easels throughout the meeting room. The questions were:

- What does Dr. Woodson’s life and legacy mean to you, personally?
- What are the top three things you want people to know about Dr. Woodson?
- What are some important audiences that we should reach out to, and how do you think we can best connect them to Dr. Woodson’s life, legacy, and times?
- This September 9 marks the 100th anniversary of the founding of ASALH. Although Dr. Woodson’s home continues to be under construction, please suggest ways to commemorate this important anniversary, locally, nationally, and even globally.

- Is there anything else you would like us to know as we continue to plan to interpret Dr. Woodson’s life and legacy?

WEB-BASED STAKEHOLDER MEETING.

In an effort to expand the reach and participation of stakeholders of the Carter G. Woodson Home, the planning team offered a web-based meeting format via the networking service *Stormboard*. The planning consultants organized, hosted, and moderated an online forum in which information can be shared, opinions solicited, and feedback received. The goal was to capture the feedback and opinion of invested stakeholders located across time zones. Content was based on that created for the open house stakeholder meetings. Participation was by invitation only; users each created a registered identity.

The assumption was that the *Stormboard* platform would be particularly useful for garnering feedback in college classroom settings. Due to delays, the academic year was almost over by the time the web-based interface became operational, and participation was limited.

Key stakeholder responses are summarized below.

THROUGHOUT THE EXERCISE, PARTICIPANTS’ RESPONSES EMPHASIZED INTANGIBLE MEANINGS ASSOCIATED WITH DR. WOODSON:

possibility, dedication, adversity, steadfastness,

triumph, creativity, passion, power, harmony, truth, justice, pride, tenacity, perseverance, persistence, inspiration, humility, self-sacrifice, determination, passion, integrity, dignity, empowerment, respect, uplift.

NOTABLE QUOTES FROM PARTICIPANTS INCLUDED:

- Dr. Woodson caused a closed book of history to open.
- Inspiration: dedication in the face of adversity and steadfastness in the face of doubt.
- Created a reason for us to celebrate African American history, the way Shakespeare celebrates Anglo Saxon culture.
- Woodson lifted the veil of ignorance and disinformation about the significant and widespread contributions of African Americans to the nation and the world, inspiring me to always ask and learn about the “hidden” history of each community.
- Woodson’s goal was to uplift people through knowledge.
- Without his vision our history may have been lost.
- The Woodson home must flourish as a visible, tangible artifact of this important man and his incalculable legacy.

Summary for the question: What does Dr. Woodson’s life and legacy mean to you, personally?

- Some participants emphasized the significance of Dr. Woodson’s role in encouraging African Americans to know, appreciate and embrace their own history.
- Others mentioned Dr. Woodson’s impact on scholarship regarding African American life and history:
- Finally, many people listed ways they have been personally inspired. Among many others, these included:
 - Becoming invigorated to research and teach black history
 - Learning to believe in oneself and have high aspirations, and
 - To become invested in the knowledge that one person has the power to change the world.

Summary for the question: What are the top three things you want people to know about Dr. Woodson?

The most-mentioned points about Dr. Woodson were:

1. His role as the father of black history and his influence on the way history is viewed and taught with regard to African Americans’ legacy and impact.
2. That his scholarship and rigor were unassailable.
3. That he was a passionate educator, activist, advocate for and defender of the African American people.

4. That his work/impact remains relevant today.
5. That he was a supportive and knowledgeable mentor to many scholars of black history.
6. That he was a consummate institution builder and sustainer.
7. His life history; that he came from humble beginnings and persevered.
8. That he was passionately proud of his heritage, and inspired passion and pride in others.

Summary of the question: What are some important audiences that we should reach out to, and how do you think we can best connect them to Dr. Woodson’s life, legacy and times?

Many of the answers to this question were to be expected; i.e., educational institutions, youth organizations, neighbors, tourists, and consumers of social media. However, some of the answers provided interesting leads to be explored as new audiences:

- One participant suggested that all fifth-graders receive a tour of D.C. monuments that interpret African American history.
- Several suggested outreach to new neighbors and incoming residents of the Shaw neighborhood.
- It was suggested that a group of

black Civil War reenactors would be effective at engaging with audiences, especially young ones.

- Several participants urged outreach not just to history classes, but also to classes in art, poetry, music, etc.
- One participant suggested that the site host a regular open forum for discussion of matters related to Dr. Woodson’s legacy.
- Another participant urged creation of a Junior Ranger-like program that would meet regularly with National Park Service, ASALH, and community members to learn and lead others in learning about Dr. Woodson and other role models.
- A number of participants reinforced the concept that Dr. Woodson’s story is for people of all races – not just African Americans.

Summary of question: This September 9 marks the 100th anniversary of the founding of the Association for the Study of African American Life and History (ASALH). Although Dr. Woodson’s home will continue to be under construction, please suggest ways to commemorate this important anniversary, locally, nationally, and even globally.

- Many participants recommended an essay or oratorical contest for students or a knowledge challenge re: Dr. Woodson, with prizes and recognition at the next ASALH convention. It could be organized through DC Public Schools, and

involve local radio stations in publicizing the contest.

- Publicizing the event through social media was frequently mentioned: Facebook, Twitter (“Woodson bytes”), monthly YouTube presentations highlighting some bit of history Dr. Woodson brought to light, etc. Participants mentioned the importance of linking social media-driven publicity to other National Park Service sites with African American stories.
- The National Park Service was urged to invest heavily in publicity for the event.
- A number of participants recommended first person interpretation, with an actor portraying Dr. Woodson. A variation suggested was a series of costumed, historically accurate mini-scenes from stories like those of Langston Hughes, involving Dr. Woodson.
- A street festival was recommended, with one participant recommending the involvement of the Black Civil War reenactors.
- Some participants recommended a parade. One responder even suggested a route: from 1) Carter G. Woodson’s home, 2) YWCA, 3) Shiloh Baptist Church, and 4) Howard University.
- Many responders recommended that related supplemental school materials be published and distributed to schools throughout the nation for a day dedicated to

discuss Dr. Woodson’s legacy—especially in history classes—but not just during Black History Month.

- Many people recommended inviting local and national media and major media personalities to D.C. to help raise funds necessary to restore the home.
- Especially detailed recommendations included:
 - Mount a small exhibit at Bethune House. Borrow materials from Library of Congress, Bowie State (books), copies of original photos from Scurlock Collection at Smithsonian National Museum of American History. Strive to digitize display to make it broadly accessible via Internet and to the media. Try to obtain photos of the Woodson home and Shaw neighborhood created during Woodson’s lifetime. Celebration might include institutions that bear Woodson’s name, e.g., UVA’s Carter G. Woodson Institute; and Community/Cultural Center in New Canton, Virginia, his birthplace.
 - Create student groups (perhaps 4th grade) modeled on the Audubon Societies that used to be in D.C. schools, where students contributed their pennies on behalf of birds, or model it on the Freedman’s Bank of the 1860s. Children contribute to

support the Woodson site and gain a sense of ownership by creating videos or social media posts, sustaining innovative educational techniques on a creative basis—“Woodson Clubs.” Could be global, not just local.

- Focus on the construction of the home as the event. Build the history of its future into the programming. Broadcast to the schools with panel discussions, cultural programming, and school projects prepared for the centennial. Promote an entire month of programming.

Summary of question: Is there anything else you would like us to know as we continue to plan to interpret Dr. Woodson’s life and legacy?

This open-ended question resulted in a “mixed bag” of statements. There was a great deal of interest in linking the Woodson story to other African American history sites, along with concern that Dr. Woodson is not as well known in the community as he should be, and once was. This was seen as particularly critical for the African American community, but important citywide, as well. One participant emphasized that presentations should be well researched, well written, and accessible to a broad, diverse public, and another called for a better system of communicating with ordinary people (websites, mailing lists, group conference briefings, etc.).

Others mentioned the importance of the people who worked with Dr. Woodson and supported him, especially the women from the community who served as his secretaries through the years.

There were statements linked to progress at the site itself. Onsite signage was suggested that would explain the timeline and phasing of the project, along with the basic goals for the project. How much money needs to be raised? What is the total development cost: government, private, foundations, other? There was also interest in learning the identity of the persons planning programming for the Woodson Home and how they are qualified.

One participant requested that the National Park Service be accountable to black organizations and vision and keep sight of the importance of basic visitor services. Another suggested materials about the house preservation to promote a mass movement in the interest of guaranteeing the site is preserved and maintained for decades. One participant made the point that while Dr. Woodson is worthy of recognition, commemoration and preservation of his work and that he was exceptional and made tremendous contributions, Woodson himself would want to be sure that everyone understands that he was not an exception. Honoring him provides an opportunity to remember that there have been and still are many extraordinary African Americans in all fields.

Existing Conditions

SITE HISTORY

Carter G. Woodson Home National Historic Site is a unit of National Capital Parks-East. Located in the historic Shaw neighborhood of Washington, D.C., it was established by Congress on December 19, 2003, through Public Law 108-192. Woodson’s home is one of three adjoining structures in the National Historic Site’s authorized boundary: Woodson’s home at 1538 9th Street, NW, and the two row houses adjacent to it at 1540 and 1542 9th Street, NW. The site is intended to honor the life and legacy of Dr. Carter G. Woodson—a pioneering figure for the study and celebration of African American history and heritage.

Dr. Woodson lived at 1538 9th Street, NW, from 1922 until his death in 1950. He established the home as the headquarters for ASALH, which was created to educate the American public about the extensive and positive contributions of African Americans to the nation’s history and culture. The Association under Dr. Woodson’s leadership also began and operated Associated Publishers, Inc., on the site, the first publishing company dedicated to the publication of research on African American history. The company circulated two seminal periodicals on African American history, the *Negro* (now *African American*) *History Bulletin* and the *Journal of Negro* (now *African American*) *History*. Finally, working

out of his “home office” on Ninth Street, Dr. Woodson created Negro History Week, which later became Black History Month. He played a critical role in reducing racial prejudice and clarifying the need for civil rights remedies in America.³

The Carter G. Woodson Home National Historic Site ensures the preservation of the home itself, and facilitates the interpretation of the life and legacy of Dr. Woodson and the work of ASALH.



1438 9th St., N.W., Washington, D.C., the home of Dr. Woodson and the headquarters of ASNLH and Associated Publishers
NPS Photo

³ Additional research is needed to develop evidence to support this statement and to document Dr. Woodson’s impact on the status of racial prejudice both nationally and globally.

DESCRIPTION OF THE BUILDINGS.

Woodson's home and the other row houses on the block were constructed of red brick between 1872 and 1874. These three-story row houses are in a late-19th-century simple Victorian Italianate architectural style typical of speculative housing constructed during the post-Civil War era.

NATIONAL DESIGNATION. The Carter G. Woodson Home was designated a National Historic Landmark, the highest possible status awarded to historic properties, on May 11, 1976. The building is also listed on the National Register of Historic Places as a contributing resource in the Mount Vernon West National Historic District, listed for its contribution to the architectural history of Washington, D.C. The site is also part of the Shaw Historic District, and a stop on the Black History National Recreation Trail, originally an Eagle Scout project, and the only designated national trail with an African American theme. The site is also featured as part of the African American Heritage Trail and the Shaw Heritage Trail.

AUTHORIZATION OF THE NATIONAL HISTORIC SITE AND ACQUISITION. Congresswoman Eleanor Holmes Norton introduced "The Carter G. Woodson Home National Historic Site Study Act of 1999" (H.R. 3201), which was passed into law in the year 2000. The act authorized preparation of a resource study that would determine the site's suitability as a unit of the National Park Service. Public Law

108-192 (117 Stat. 2873) was signed on December 19, 2003, authorizing the Carter G. Woodson Home National Historic Site. In 2005 and 2006, the National Park Service acquired three of the four buildings authorized for acquisition as stated in Public Law 108-192. With acquisition of these buildings, the Secretary of the Interior established the national historic site on February 27, 2006. The fourth property authorized for acquisition through donation or purchase from a willing seller is 1544 9th Street, NW, which is adjacent to the park boundary to the north.

STABILIZATION OF THE BUILDINGS. At the time the National Park Service acquired the Woodson home and the two adjacent historic structures to the north, all three row houses were in a state of advanced deterioration. The home had been abandoned during the 1970s, and had fallen into a state of disrepair. By 1983, the home had been restored by ASALH so it could be rented out, but by 2001, the house was placed on the National Trust for Preservation's list of "11 Most Endangered Places in the U.S." When the Park Service acquired the buildings, the roofs leaked, windows were broken, walls were cracking and bulging, there was extensive insect, rodent, and moisture damage to ceilings, walls, and floors and no utility systems were functional. Unauthorized trespass in and out of the historic structures had been occurring regularly. Based on a 2008 Historic Structure Report, the National Park Service undertook a stabilization project that secured the

structures, reinforced floors, removed debris, replaced broken windows, and installed a new roof on the Woodson home.

Dr. Woodson's home and the adjacent buildings have been vacant for more than 20 years. Minimal maintenance has been performed on the buildings, including the stabilization work described above. In addition, the Virginia earthquake of 2011 did significant damage to the structure. The buildings are not open to the public at present, because the structure is unsafe for visitors.

The Setting

The site's setting provides important context for interpreting the story of Dr. Woodson's life on 9th Street. Dr. Woodson would easily recognize the immediate neighborhood today. The streetscape that surrounds the national historic site, especially the west side of 9th Street, is remarkably intact. Historic Shiloh Baptist Church remains the anchor on the south end of the 1500 block. Attached to the church is the only modern structure, the five-story brick Henry C. Gregory III Family Life Center. Nine three-story row houses comprise the central core of the block. The Woodson row house is the seventh from the south. A small triangular parcel of land that is defined by Rhode Island Avenue to the north, Q Street to the south, and 9th Street to the east lies a short distance to the north of the Woodson home. Dedicated as the Carter G. Woodson Memorial Park

on December 5, 2015, this area is one of 429 such "triangle parks" within the city of Washington. Formerly owned by the National Park Service, this triangle park was transferred to the District of Columbia Department of Parks and Recreation and renamed in Dr. Woodson's honor. It has been developed by the city of Washington as a commemorative city park with a bronze sculpture of Dr. Woodson by Artist Raymond Kaskey. The sculpture depicts Woodson seated on a circular stone memorial, surrounded by a paved plaza set within the beautifully landscaped park. Mr. Kaskey's other works include the architectural sculptures of the World War II Memorial on the National Mall. The development of the memorial park is expected to raise awareness of the nearby Carter G. Woodson Home National Historic Site and could become a suitable setting for community events. Potentially, it could also serve a role in National Park Service interpretive and educational programs or visitor staging.

The three historic structures that comprise the national historic site are also contributing resources in the Shaw/Mount Vernon West National Historic District. The historic district (city designated) is known as the "heart of Black Washington." More than 70 sites within the Shaw neighborhood contribute to the district. These include many sites that are directly linked to Dr. Woodson's life. The home of Mary McLeod Bethune, Dr. Woodson's good friend who

served as one of the presidents of the Association for the Study of Negro Life and History, is located a short distance away on Vermont Avenue, and is also a national historic site (Mary McLeod Bethune Council House National Historic Site). To the north of Rhode Island, a brief walk from the Woodson home, is the Phyllis Wheatley YWCA, a neighborhood fixture during Dr. Woodson's life where he ate most of his meals.

The YWCA remains in use today. Cultural Tourism D.C.'s Shaw Heritage Trail and Mount Vernon Square and Shaw African American Heritage Trail also include the Woodson home. Other Washington Historic Districts fall within or adjacent to the Shaw neighborhood. These are LeDroit Park, Logan Circle, Sixteenth Street, Greater U Street, and Blagden Alley/Naylor Court.



The Phyllis Wheatley YWCA, originally the Colored Young Women's Christian Association, was Washington, D.C.'s first YWCA and the nation's first and only independent black YWCA.
Photo courtesy Library of Congress

Information and Orientation

ACCESS TO THE SITE. Carter G. Woodson Home National Historic Site is a stop on the Black History National Recreation Trail, on the African American Heritage Trail, and on the Shaw Heritage Trail. Each trail is designed to be both a walking and driving trail. In addition, the National Park Service offers walking tours of Dr. Woodson's neighborhood within the Shaw community. The national historic site is easily reached by the Washington Metro Subway, city bus, and/or car. Sidewalk signage is adequate as one approaches from the Farragut North and Mt. Vernon Square/7th St-Convention center Metro Stations, but less so from the Shaw-Howard U and Shaw stations. There is no dedicated onsite parking available.

WEBSITE. With the Woodson home and adjacent buildings closed to the public, visitor access to the site is limited to online platforms: the official website, and an active Facebook page and Twitter feed. The website includes an extremely limited amount of information about Dr. Woodson and his legacy. Most of the content is devoted to an explanation of the current status of the site. It also mentions plans for its future development, but with little detail. While it cautions that no public access or programming is available at the site, the website does invite visitors to photograph the exterior of the Woodson home. The website indicates that the Mary McLeod Bethune Council House National

Historic Site serves as the temporary visitor center for the Woodson site.

Partnership Organizations

Partnerships strengthen capacity and promote vigorous communities and strong relationships between people and organizations. Working with others and using their strengths and talents helps to get things done in the park and far beyond its boundaries. Parks can find solutions to challenges such as operations, transportation, programming, and other areas through work with partners and their local communities.

Organizations with formal partnership agreements with the Carter G. Woodson Home National Historic Site include members of the Carter Woodson Legacy Coalition, which are:

- ASALH, especially Woodson House Committee Members
- Omega Psi Phi (Dr. Woodson's fraternity)
- Shiloh Baptist Church
- The National Association for the Advancement of Colored People (NAACP)
- Kiamsha Youth Empowerment
- Howard University
- Woodson family

Informal partnerships include:

- Advisory Council for Historic Preservation
- D.C. Cultural Tourism
- D.C. Historic Preservation Office
- Library of Congress
- National Trust for Historic Preservation

- Shaw Neighborhood Advisory Neighborhood Commission (ANC)
- Smithsonian Museum of African American History
- Eastern National

Faculty members of several universities have been engaged with the site (in addition to those associated with Carter Woodson Legacy Coalition member Howard University):

- Randall K. Burkett, Curator of African American Collections, Emory University
- Dr. Pero G. Dagbovie, Professor, Graduate Director, Associate Chair of the Department of History, Michigan State University (wrote Carter G. Woodson Home National Historic Site’s Historic Resource Study)
- Dr. Sandra Jowers-Barber, Assistant Professor, Department of Political Science, History, and Global Studies, University of the District of Columbia
- Dr. Debra Newman Ham, Professor of History, Morgan State University
- Dr. Alicestyne Turley, Carter G. Woodson Center for Interracial Education, Berea College

Units of the National Park Service in the D.C. area that share related themes with Carter G. Woodson Home National Historic Site:

- African American Civil War Memorial
- Civil War Defenses of Washington
- Frederick Douglass National Historic Site
- Martin Luther King, Jr., Memorial
- Mary McLeod Bethune Council House
- Underground Railroad Initiative
- African American Experience Fund
- National Parks Conservation Association
- National Mall
- National Heritage Area Program

Recommendations

Introduction

The recommendations listed below, each grounded in best-practice instruction, offer an approach to the history, memory, and interpretation of Dr. Woodson and his impact on the African American community. The recommendations suggest a combination of site-based approaches and interactive technology solutions that will provide a deeper understanding of Dr. Woodson and his impact.

The recommendations are grouped according to the means through which interpretation will be delivered. The recommendations begin with strategies for using digital media to connect contemporary audiences with Dr. Woodson’s story. Because no single method of interpreting the site will suffice for all audiences, the next section of recommendations addresses personal interpretive services (those that are presented person-to-person). The third category of recommendations includes those based on traditional media, like exhibits, signs, publications, and audiovisual presentations.

Each set of recommendations addresses the site’s four primary interpretive themes and identifies appropriate audiences. Recommendations describe strategies that can be implemented at present, before Dr. Woodson’s home becomes available to the public, as well as strategies that can be implemented in the future. Taken as a whole, the recommendations reflect a strong

dependency on vital partners in interpretation. Therefore, each set of recommendations identifies existing and potential partners that could fulfill that role. In some cases, potential sources of funding are identified that could be explored by those NPS partners, reinforcing the concept of effective partnering that is central to the site’s future success.

Recommendations for Digital Media

The digital revolution of the late 1990’s fundamentally changed the nature of access to documents, resources, and assets for research and teaching. Instead of simply changing the way information is presented and stored, technology began to fundamentally change the landscape of teaching by creating accessibility to a wealth of content-related resources. Databases created online warehouses for a seemingly limitless quantity of content on key themes and topics, and the Internet gave users all over the world access to these digital assets with a click of the mouse. Soon, educators were able to access these documents, integrate them into daily classroom instruction, and give their students the opportunity to learn material by exploring, uncovering, and drawing conclusions from primary sources. In particular, users from all walks of life could immerse themselves in the same academic approach that a university scholar uses to research and publish historical content: by identifying a historical problem,

discovering primary sources of that event, and drawing conclusions based on that evidence.

In addition to making available this vast array of material, the digital revolution has brought an increased focus on the skills necessary for participants to function as independent learners, for analyzing and synthesizing primary data, and for presenting their findings. Users now strive to combine their real world exploration with access to the data, evidence, and documents that help them interpret and draw conclusions from these experiences. When users are given the opportunity to explore digital archives, classes and other groups transform into highly collaborative, problem-based environments in which the individual user contributes to the direction, the pace, and the outcome of the investigation. If technology creates more opportunities for users, teachers, and students to access information, that access brings the responsibility of redefining the educational experience to emphasize, reward, and expect a different type of learning. This learning can be measured using technology by providing students and other users with a richer format with which to express their historical thinking than simply text or physical exhibits and representations.

Central to this approach is the application of innovative geospatial technology to archival data and crowd sourced resources collected by the very community of which Dr. Woodson's home was a vital center.

The recommended technology will play an essential role because it allows visitors, teachers, and students to see and present trends and understandings over time and place. This inquiry-based approach provides the scaffolding that is often missing when a general audience works with long histories and discreet historic sites, and supports Woodson's own "bottom line" in education, motivating people to think on their own. He advocated education that would inspire imagination, creativity, and original thinking because these qualities, he suggested, were necessary for one to appreciate the value of the truth. In addition, in keeping with Woodson's total commitment to intellectual rigor, it will be necessary to ensure that the information that supports this approach is both accurate and comprehensive.

Mobile learning devices will support goals that could not be achieved otherwise. For example, augmented reality (AR) by its nature is site-based, adding content to the environment in which the user currently resides. AR is one end of a continuum for on-site experiences, with websites being the other end of that continuum. In the classroom, teachers and students are still able to access primary sources through a related web portal. The content is the same; the experience is different.

While specific technologies are suggested as a guide or model in this document, programming should be agnostic of technological trends given the pace and scope of change and use.

The following recommendations are organized to address the needs, goals, and opportunities that exist in each of three digital environments. These three environments are not sequential and the order in which they are presented does not imply a hierarchy of effectiveness. The site should acknowledge and address needs in each of these digital environments for maximum outreach and connection with stakeholders and visitors.

The three digital environments are:

- **THE PRODUCTION-BASED DIGITAL ENVIRONMENT** encourages users to contribute, publish, and upload information that adds new content. This dynamic, interactive environment supports creation and revision of content. The rise of mobile devices enhances this environment with the ubiquitous nature of video, audio, geospatial, and visual tools. It is a place – like Wikipedia and YouTube – for community curation of content.
- **THE RESOURCE-BASED DIGITAL ENVIRONMENT** offers a way for users to select, collect, and consume resources and information that they want and need. The resource-based environment focuses on access and availability and provides an organized website, archive, or repository of materials. It is a place to mine digital collections, and search for and acquire the information they find valuable. Once the archive has been completed, requirements of this environment are access to high-speed internet and a web-browsing device.

- **THE NETWORK-BASED DIGITAL ENVIRONMENT** involves network connection; that is, a digital community in which users of like-minded interests and pursuits connect with each other. This environment supports user profiles and personalities through communication and group activity. It is an environment where – as with FaceBook – associated users can connect, debate, share, and co-create.

The recommendations regarding digital media represent specific strategies and tools that can meet the needs of each of these digital landscapes. Designed to be both aspirational and practical, these initiatives serve the needs of visitors, teachers and students, and stakeholders. They mirror the lessons embodied by the life and work of Carter G. Woodson.

The Production-based Digital Environment

This environment encourages creation and production of content. The digital initiatives recommended for the production-based environment are a) Story Maps (GIS and Geospatial Mapping), and b) ChronoZoom/Interactive Timeline.

STORY MAPS (GEOGRAPHIC INFORMATION SYSTEMS AND GEOSPATIAL MAPPING)

A geo-literacy perspective is particularly relevant in the context of the Carter G. Woodson Home National Historic Site because of the house's relationship to the neighborhood, the neighborhood's contextual relationship with the city of Washington, D.C., and the many different related sites located across the country. Geospatial technology allows for the fluid mapping of data that is relevant to Carter G. Woodson's life and legacy, which inspires questions and interests from visitors and users. GIS maps are visual displays of databases; for educational purposes, GIS maps, rather than serving as a sealed, two-dimensional published map, allow students to manipulate, interrogate, and contribute to the map.

Story Maps is a free software program (<https://storymaps.arcgis.com/en/>) offered by ESRI (Environmental Systems Research Institute, Inc.), a pioneer in the development of geographic information systems (GIS). The company is committed to providing broad access to tools for viewing and sharing geospatial information, an initiative intended to help organizations contribute to and benefit from detailed common base maps.

Action: Berea College, under the direction of Dr. Alicestyne Turley, Carter G. Woodson Center for Interracial Education, proposes to work with Berea students using ESRI's free software to create a

Story Map of Dr. Woodson's life journey. NPS involvement will be minimal, but the park will benefit from the development of the content. Berea's Story Map could eventually be included as part of the visitor experience once the Woodson home is open to the public. The base map can be displayed on a flat screen on site and can be accessed through the internet from any location via any desktop or mobile device. Once created, the map displays the first layer of a map of Carter G. Woodson's legacy, impact, and journey through life. More importantly, the map invites many creative questions that then lead to outreach and educational opportunities. In addition, users and visitors, including ASALH members throughout the country, can upload materials and content that crowd-source the map and displays, reinforcing the concept that Dr. Woodson's life has untold ripples that cross the country and echo through the present.

Current and emerging technologies provide increasing levels of situation- and location-based information. It is critical in an increasingly information- and knowledge-based society that students and teachers are prepared to access, think critically about, and process that information. This work will leverage GIS and databases, and provide the opportunity in the future to link to graphical timelines (for example, see the section on ChronoZoom, below), as well as emerging technologies such as augmented reality (see below) and other location-based tools for

application in both the classroom as well as at NPS sites.

Potential partners: Organizations like DC Geographic Alliance (<https://sites.google.com/a/ngs.org/dcga/home>), Virginia Geographic Alliance (<https://php.radford.edu/~vga/>), West Virginia Geographic Alliance (<http://www.wvgeographicalliance.org/>), and Maryland Geographic Alliance (<http://www.marylandgeographicalliance.org/>) support geoliteracy projects with funding and through partnership. University geospatial centers may be interested in project-based relationships. Major geospatial technology organizations like ESRI are potential partners. ESRI's informative website lists many partners who have worked with the company's GIS software to provide services to a variety of clients, including libraries and museums (<http://www.ESRI.com/partners>). One such partner, International Mapping Associates (<http://partners.ESRI.com/PartnerDetail?id=a2T70000000TNWPEA4>) even lists the National Park Service as a past client. This information is offered as a possible avenue to be explored regarding potential partnerships. It does not constitute endorsement of any particular ESRI partner.

CHRONOZOOM/INTERACTIVE TIMELINE

An emerging new technology called ChronoZoom is a free online timeline tool that allows users to create nested timelines and to visualize the interconnectedness between

events as represented by digital assets. This open-source platform works on any browser and operating system, provides a public and private environment, and visualizes data in a content-agnostic manner.

Eventually, the Story Map project centered at Berea College could be expanded to include not just Dr. Woodson's geographical journey, but the chronological story of his life. ChronoZoom also provides the opportunity to provide context to his life, including important events, challenging conditions under Jim Crow, etc. This tool can actively engage anyone from K-12 students to visitors to the site to the virtual audience located anywhere in the world in exploring the most compelling resources related to Dr. Woodson through a sustainable and innovative digital platform designed on a highly interactive timeline. Instructionally, ChronoZoom allows for inquiry-based interactivity to display and interpret Carter G. Woodson's life and work. In addition, the power of this online platform is the ability for users to access this public version, modify it, and change it according to their own educational goals and needs before re-publishing it as a private, unique-user learning tool.

ChronoZoom is also a very powerful authoring tool. Students and other users can create their own timelines based on given parameters: individually or in groups, by themes or across disciplines. Each timeline can be modified and revised, and classrooms or other groups can work

collaboratively regardless of location.

ChronoZoom has received the endorsement and support of the National Council for the Social Studies, the American Historical Association, and National History Day: <https://www.youtube.com/watch?v=awWCR8iWtdc>.

Action. Consider expanding Berea College’s Story Map project to include an interactive base timeline that shows all of the events of Carter G. Woodson’s life. Using that base, visitors, students, and researchers could add any number of compelling new timelines:

- A class might create timelines that show regional and national events and how they intersect with Dr. Woodson’s life and work.
- A researcher might create a timeline that shows Dr. Woodson’s journey in a narrow time (a month in his life, or a trip that he took).
- A community might create a timeline that showed the key events of that group and its intersection with Dr. Woodson’s life.

Similar to the Story Map Display, ChronoZoom can be accessed through a screen kiosk on site or through desktop and mobile devices. The timeline itself visualizes a database of content, which is developed both through NPS digital leadership and partnership as well as through organic connections. Potential partners. Device providers like Apple regularly bundle 1:1 initiatives in schools and districts,

and could become a partner, perhaps with ASALH support.

The Resource-based Environment

This environment focuses on collecting and making accessible content and resources. Creation and use of a digital archive are critical to projects like the Carter G. Woodson Story Map described above. In addition, a Family History/History Harvest project is recommended in the category of Resource-Based Digital Environment.

CARTER G. WOODSON DIGITAL ARCHIVE

Critical to any digital strategy will be a basic assessment of available assets and a strategic plan to enhance those collections. Without a foundational collection of Woodson-related digital materials, technology outreach will be limited. This initiative should be seen as a core element of education and outreach work that is on-going, and that underscores all site-based and digital-based efforts. It will also serve as a valuable resource for Woodson scholars and researchers, and will be an important outcome of the Story Map project.

Action. ASALH has long been leader in collecting and making available digital content related to Dr. Woodson, including access to the complete run of the Journal of African American History and the African American History Bulletin. However, to date, this resource is available to ASALH members only.

An inventory of Woodson primary source materials would not only be a vital resource for Woodson scholars, but would signal an effort to enhance scholarly knowledge of Woodson’s work in the digital age. ASALH management would need to consider whether a leadership role for the organization in this regard would be appropriate.

Building on ASALH’s own resources, a nation-wide or even global inventory of Woodson primary sources could be created. The inventory would identify the locations of each of the resources, and indicate whether or not they have been digitized. Eventually, the project could lead to digitalization of all undigitized material so identified, bringing together all digitized Woodson resources in a comprehensive, accessible data base, hosted by a responsible partner, which could be ASALH itself, or some other entity, perhaps a university.

The initiative to create such a data base would require personnel, which might mean partnering with public history, digital history, university, or Woodson organizations. Please see Table 2 for details on the tasks that would be required to complete the project.

Potential partners: Even if the Woodson site would be assigned its own interpretive staff, this initiative would require a strong partner and considerable resources to be fully implemented. While the Carter G. Woodson Home NHS is presumably ineligible to apply directly for federal

grants, potential partners like Howard University or Berea College as Lead Education Agency (LEA), as well as ASALH or the HBCU Library Alliance (<http://www.hbculibraries.org/>), may be appropriate partners for this initiative, including seeking financial support. For example, the Humanities Collection and Reference Resources (HCRR) program of the National Endowment for the Humanities (NEH):

“supports projects that provide an essential underpinning for scholarship, education, and public programming in the humanities. Thousands of libraries, archives, museums, and historical organizations across the country maintain important collections of books and manuscripts, photographs, sound recordings and moving images, archaeological and ethnographic artifacts, art and material culture, and digital objects. Funding from this program strengthens efforts to extend the life of such materials and make their intellectual content widely accessible, often through the use of digital technology. Awards are also made to create various reference resources that facilitate use of cultural materials, from works that provide basic information quickly to tools that synthesize and codify knowledge of a subject for in-depth investigation.” (<http://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources>)

Another potential NEH program is the Humanities Initiatives at Historical Black Colleges and Universities (<http://www.neh.gov/grants/education/humanities-initiatives-historically-black-colleges-and-universities>). Among other priorities, this program:

“Helps institutions take advantage of humanities resources, especially in the digital humanities;” and “supports collaborative projects in the humanities between the applicant institution and another institution, such as a college or university, a school or school system, a museum or library, or a historical or cultural society.”

A partnership between Howard University and ASALH is one example of the kind of collaborative project that the NEH might be open to considering. In addition, the Institutes for Advanced Topics in the Digital Humanities may eventually be of interest. This NEH program:

“supports national or regional (multistate) training programs for scholars and advanced graduate students to broaden and extend their knowledge of digital humanities. Through these programs, NEH seeks to increase the number of humanities scholars using digital technology in their research and to broadly disseminate knowledge about advanced technology tools and methodologies relevant to the humanities.” (<http://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities>)

Undoubtedly, there are other grant opportunities for these kinds of initiatives, and likely no shortage of willing partners, which in addition to NEH could include the Institute of Museum and Library Services (IMLS), the Library of Congress, and potentially private foundations such as the Mellon Foundation. For example, the Mellon Foundation’s Scholarly Communications program supports digitizing of “Hidden Collections” and making them broadly accessible (<https://mellon.org/programs/scholarly-communications/>). Its Higher Education and Scholarship in the Humanities program (<https://mellon.org/programs/higher-education-and-scholarship-humanities/>) helps institutions and professional organizations respond to the economic, demographic, financial, and technological challenges affecting higher education, supporting initiatives designed to enhance the learning experience of both undergraduate and graduate students in the humanities, and fostering collaborations within and among institutions that support disciplinary innovation, foster practices of diversity and inclusion, and promote the social value of the humanities. Program includes those that scale up training for humanistic engagement with the digital world, and collaborations among research universities, liberal arts colleges, and other cultural and educational institutions in their communities.

Obviously, with an approach to any of these funding sources, an overall

development strategy will be critical to the success of the initiative. For example, note that NEH does not generally award grants to other federal entities or to applicants whose projects are so closely intertwined with a federal entity that the project takes on characteristics of the federal entity’s own authorized activities. However, this does not preclude applicants from using sites and materials controlled by other federal entities in their projects. Any such partnerships would need to be spelled out in detail, and while grant funding would most likely accrue to the site’s partner, the project would directly benefit Carter G. Woodson Home NHS. For instance, if Howard University were to receive a grant to digitize all Woodson’s letters, the NPS could access that archive, but without having been the direct recipient of the project funding.

Family History & History Harvest Events

Every family and community has a history, a connection to the larger story of the American experience. The definition of family and community stretches well outside of a scientific definition; instead, the deep ripples of impact and influence of a single person’s work and legacy can affect the infrastructure of communities. An important element of this cultural memory is to trace and interpret that impact.

These deep ties can be acknowledged by emphasizing the participation and

contribution of these communities to the understanding of this legacy. In a History Harvest, participants explore those connections, talk about them, and document their meaning in partnership with others. The aim is to make invisible archives and stories more visible, bringing them into the public realm to be shared, heard, and seen.

The Carter G. Woodson Home National Historic Site is an ideal space to serve as a metaphorical—and eventually, a physical—hub for these connections. Numerous stakeholders share deeply felt connections with the life, work, and memory of Carter G. Woodson. The present-tense ghosts of Dr. Woodson’s daily existence in the Shaw neighborhood, of his work with professional organizations, and his influence on individuals—even those he never met in person—is an undeniable fabric that is symbolized by the site itself.

The items that a History Harvest would uncover can be digitized, along with descriptive information and context provided by the community attendees. With the owner’s permission, the digitized materials can be made publicly available through the online collection described above under Digital Archive. Contributors would receive a free digital copy of their items to take home, along with the original materials.

As a program, the History Harvest could serve as an annual event that provides outreach opportunities

and helps to meet research needs. Once the model is established, implementation can be developed based on a variety of variables, including thematic connections with contemporary events (for example, anniversaries and commemorations of relevant events). It would serve to commemorate and support the on-going influence of Woodson on the community he served and belonged to as a member. It is anticipated that this process will not only find new artifacts and documents, but also spark new conversations about Dr. Woodson's legacy.

Action. Representatives of ASALH on the planning team wish to consider conducting a pilot History Harvest during an upcoming annual conference. Kiamsha members might be tapped to serve as volunteers, as the project would build on the organization's existing Family History project. If the pilot History Harvest were to be successful, it might be possible to seek funding through the NEH Common Heritage Program (see below) to continue the program.

Potential partners. Potential partners for such an annual event sponsored by ASALH include Shaw Main Street (<http://www.shawmainstreets.org/home>), Advisory Neighborhood Commission 6E (<http://anc.dc.gov/page/advisory-neighborhood-commission-6e>), the Afro-American Historical and Genealogical Society (www.aahgs.org), the Watha T. Daniel/Shaw Public Library, and Shiloh Baptist

Church. Local business sponsors may be found that would help support the program financially. Partners could seek a small grant from the NEH's Common Heritage program (<http://www.neh.gov/grants/preservation/common-heritage>). The program is intended to "bring to light historical records and artifacts currently hidden in family attics and basements across the country and make them digitally available to the wider public and for posterity ... Grants will support day-long events, organized by community cultural institutions, in which members of the public will be invited to share materials important to their family or community histories, such as photographs, artifacts, family letters, and works of art." Historical societies, libraries, archives, museums, colleges, and other local institutions are eligible to apply.

Grants might also be used for public programming associated with the History Harvest program – including lectures, exhibits, discussion programs, and film screenings – that celebrates and expands knowledge of the community's past and the diverse histories of its members.

Both the Digital Archive and History Harvest projects can be implemented irrespective of the availability of the Carter G. Woodson home. When the building becomes available to the public, the History Harvest could certainly be headquartered at the site. The Digital Archives would continue to be hosted by a partner organization, with full access

available through internet links made available at the site.

The Network-based Digital Environment

This environment supports community networking around related content interests. All recommendations for the network-based digital environment can be implemented irrespective of the availability of the Carter G. Woodson home, but could be based at the site once it has opened to the public. The digital initiatives recommended for the production-based environment are a) Augmented Reality/FreshAIR, b) Open Educational Resources (OER), c) or MOOC (Massive Open Online Courses), and d) Social Media.

Augmented Reality/FreshAIR Augmented reality (AR) allows for interaction with digital material based on where one is located. These materials are geo-tagged to certain hot spots, and when a user stands in that spot the materials are pushed to their hand-held device. These hotspots can be narrow (different rooms in the Woodson site) or broad (city blocks or monuments).

FreshAiR is a location-based story telling platform that allows users to quickly and easily create and experience outdoor tours, games, and stories on the iPhone and Android smartphones (playfreshair.com). It was created by the ROAR (Radford Outdoor Augmented Reality) program developed through Radford University's Center for Innovative

Teaching and Learning (<http://www.radford.edu/content/CITL/home/new-media.html>). Using FreshAiR, a virtual tour of Dr. Woodson's neighborhood could highlight his connection with streets, buildings, his former neighbors and colleagues, and other aspects of his community with multi-layered information that would bring his world to life.

FreshAiR is comprised of a browser-based editor and a smartphone-based app.

- Browser-based editor. FreshAiR users can create custom location-based experiences using an intuitive editing website, which enables them to embed an interactive layer of digital information into any outdoor physical location of their choosing. This empowers a more diverse, non-technical population to easily create experiences.
- Smartphone-based app. The story-based, participatory FreshAiR games and tours are experienced on a smartphone and use location-aware technologies (i.e., GPS and compass) to correlate the individual's real world location to their virtual location in the digital world. As the user walks around any physical environment (e.g., park, city, etc.), a map on their handheld device displays digital objects and virtual people who exist in an AR world superimposed on the smartphone display. As users explore their environment, the FreshAiR software triggers video, audio, text, and images,

which provide location-specific information as well as narrative, navigation, and collaboration cues.

Action. Neither NPS nor ASALH are in a position to develop an augmented reality tour of Dr. Woodson's neighborhood at this time. If such a tour is to be implemented, it will need to take place through NPS partners and collaborators. However, both entities would need to adopt a role in supervising and vetting any material included in the tour.

Potential partners. An augmented reality tour of Dr. Woodson's neighborhood seems tailor-made for engagement with area middle school and high school age students. Global Kids (<http://www.globalkids.org/#/home>), an education nonprofit, is engaged in developing youth leaders for the global stage. It "works to ensure that youth from underserved areas have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage." They work primarily by providing special training for middle school and high school youth, and offer professional development, capacity building, curriculum, and consulting services for educators, schools and organizations.

Cultural Tourism D.C. (www.culturaltourismdc.org/) may also be a potential partner in this Shaw neighborhood initiative, along with Shaw Main Street, Advisory

Neighborhood Commission 6E, the Watha T. Daniel/Shaw Public Library, Shiloh Baptist Church, the DC Chamber of Commerce, and even ROAR (Radford University) itself. In addition, instructional technology organizations like the Society for Information Technology and Teacher Education (SITE; <http://site.aace.org/>) and International Society for Technology in Education (ISTE; <http://www.iste.org/>) have access and expertise in tools, but seek content and outreach projects in which to apply them, and may offer potential partnerships. Other potential partners include the American Association for State and Local History (<http://about.aaslh.org/home/>) and the Association of African American Museums (www.blackmuseums.org/), the latter potentially with grant support through the Institute of Museum and Library Services' (IMLS) Museum Grants for African American History and Culture program (<https://www.imls.gov/grants/available/museum-grants-african-american-history-and-culture>).

If the initial tour proves successful, youth-produced augmented reality tours could be developed for sites throughout DC that are part of the African American Heritage Trail. Please see below for more details on this option.

Open Educational Resources Commons (OER)

Open educational resources are teaching and learning materials freely available online for everyone to use (<https://www.oercommons.org/about>). These openly licensed learning resources can increase access to high-quality education opportunities and reduce the cost of education.

A digital archive and the OER commons are similar, but they are not the same. A digital archive is a "library shelf" that is controlled and stocked by an organization exclusively. A commons is a "library shelf" that anyone can join, and that allows the many different users to contribute materials. Open licenses grant anyone the rights to revise, remix, and digitally redistribute these educational materials, so investments in content or tools made by one organization or government can be leveraged by other institutions and used in new ways. The OER Commons is a way through which Woodson site-related materials can be distributed and contributed. The digital archive is still critical as a means to get important documents online. But that is only the first step of facilitating worldwide access in a free, open environment. The OER Commons is an environment in which these resources can be contextualized and shared with audiences to whom they will be most meaningful. Examples of content appropriate for OER Commons include: full courses, course modules, syllabi,

lectures, homework assignments, quizzes, lab and classroom activities, presentations, and more. Once reviewed, instructional modules regarding Dr. Woodson's life and legacy, developed by teacher team members, can be added to the Open Educational Resources Commons, making the cumulative total accessible and available to colleagues in their schools, their divisions, and to pre-service teachers at participating schools of education. Users can adapt, translate, and create collections of learning materials that meet their specific information and learning needs. For example, one vital digital remix tool is Open Author. Users are able to combine text, pictures, sound, files, and video. Saved as openly licensed educational resources, these remixed resources are shared with educators from around the world.

Material submitted to OER is vetted by the community. A digital librarian reviews each submission for publication to make sure there is no copyright infringement or that the taxonomy has been followed properly. The quality is then evaluated by the users and the material revised as needed.

The most robust and appropriate way to utilize the Commons involves a "Hub." OER Network Hubs are modularly designed, custom branded, community project pages where organizations manage their resources, collections, and groups, and share information about their communities. While creating a group in OER Commons is free to

anyone, creating a Network Hub or a Microsite requires funding and professional expertise. Sites cannot create a Network Hub on their own.

One such hub is a project of the Institute for the Study of Knowledge Management in Education (ISKME; <http://www.iskme.org/>). ISKME is an independent education nonprofit whose mission is to improve the practice of continuous learning, collaboration, and change in the education sector. Other examples of hubs and associated collections can be found at OER Commons at <http://www.oercommons.org/hubs/>.

The U.S. Department of Education and the White House have recently started an OER initiative to support the growing movement behind open educational resources (<https://www.whitehouse.gov/blog/2015/10/19/openly-licensed-educational-resources-providing-equitable-access-education-all> and <http://tech.ed.gov/open-education/>).

Action. While resources are not available at present through NPS or ASALH to participate in an OER initiative, the Berea College Carter G. Woodson Story Map program could constitute a seed program for one.

Potential partnerships.

Development of a supportive teacher team would be critical not only for OER, but for the development of curriculum materials based on other digital strategies, including Family History/History Harvest, Story Maps, ChronoZoom, and augmented reality.

These teacher partners could be recruited from teacher ranks, area school or school district partnerships, university partnerships, and community organizations.

Howard University could also be a valuable partner, not only in nominating teachers for participation, but in seeking funding for teacher training and workshop programs that enhance NPS initiatives while meeting continuing education requirements for teachers. Potential funding sources to be explored include:

- NEH's Landmarks of American History and Culture program, which supports a series of one-week residence-based workshops for a national audience of K-12 educators. The program uses historic sites to address central themes and issues in American history, government, literature, art, music, and related subjects in the humanities (<http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers>).
- The Library of Congress' Teaching with Primary Sources (TPS) Regional Grant Program promotes the use of primary sources from the Library of Congress by funding workshops and other programs for pre and in-service teachers, librarians, media specialists, and other K-12 educators. Since the Library of Congress holdings include Woodson materials, there may be the potential for a

productive relationship. Eligible grantees include school districts, universities, cultural institutions, library systems, and other educational organizations that wish to incorporate TPS materials and methods into their existing education and professional development programs (<http://www.loc.gov/teachers/tps/regional/>).

- The Mellon Foundation's Diversity Program, offered through its Higher Education and Scholarship in the Humanities initiative, supports projects or research focused on the relationship between diversity and learning. New areas and recently strengthened emphases include partnerships between strongly performing HBCUs and neighboring institutions capable of contributing to curricular enhancement (<https://mellon.org/programs/diversity/>).

Massive Open Online Courses (MOOC)

Free Massive Open Online Courses (<https://www.mooc-list.com/>) can be offered by Howard University via the Department of History starting in the Fall of 2017. Being done by the best universities, this is an online class that allows students from all over the nation to take a network-based class. It can be implemented irrespective of the availability of the Carter G. Woodson Home. Dr. Elizabeth Clark-Lewis, Professor of History and Director of the Public History Program at Howard University,

can provide leadership. She has recently been teaching a graduate seminar commemorating the 100th anniversary of NPS and its links to black public history.

Social Media

All recommendations regarding digital strategies imply the robust use of social media networks to promote and support the growing community of like-minded members interested in the preservation and interpretation of Carter G. Woodson and the NPS site. Social media tools will evolve – from Twitter and FaceBook to SnapChat and Instagram and beyond – but the need to communicate and connect with stakeholders will remain critical to the success of any digital campaign.

The ubiquitous nature of social media today also addresses the specific needs and goals of each of the three digital environments that frame these recommendations. Users will upload audio, video, and text media in support of a growing repository of materials (Production-based). Users will rely upon social media for information and updates (Resource-based). Users will also post, comment, hashtag, forward, share, like, and friend organizations, individuals, and resources associated with the site (Network-based). A clear and organized social media strategy will be essential to connecting the physical site with local and long-distance user bases.

Action. The Carter G. Woodson Home NHS will assign staff to manage, upgrade, and enhance its social media outlets. It will be necessary to ensure that assigned staff has sufficient hours allocated to social media maintenance. Training can be provided as needed through NPS’ Harpers Ferry Center.

Potential partnerships. Members of Kiamsha may be tapped to provide consultation on improving outreach through these media.

Summary

The easiest part of building an educational technology is building the technology. The hard part is creating the pedagogical supports needed to empower teachers to learn how to use the technology and integrate it into their classroom practice. The tool itself is empty and kinetic, and it requires the intentional input of digital assets before it can flex its power. The online platform becomes a source of visualization and instruction, not of research – and through those ends magnifies its value. The Carter G. Woodson Home National Historic Site will certainly have a web presence that details storefront information (directions, background, hours, etc.). For educational purposes, a deeper, more robust digital archive of associated materials on Dr. Woodson and his legacy will be needed.

With this archive, digital tools become useful and compelling assets to visitors, students, and partners. FreshAiR, or any other augmented

reality tool, requires a curated set of materials to be tagged for access. This process is the same for GIS or ChronoZoom, and it relies on an evergreen digital archive of Woodson-related materials.

This process does not fall on a single individual; rather, building a FreshAir tour, or a ChronoZoom timeline, or a GIS map can be integrated into larger outreach efforts. Outreach programs like History Harvest serve as training opportunities to acquire new content, promote and develop outreach goals, and to contribute to the management of the work. For example, a summer teacher institute might focus on a thematic application of one of the digital tools. Teachers from DC, Virginia, or Maryland could be recruited to participate in a multiple day institute in which they receive background knowledge of the theme, training on how to use the tool, and the engage in a project to use the tool to explore the theme. Imagine: Carter G. Woodson’s World: Exploring the Shaw Neighborhood recruits middle grades teachers to a 3-day institute on site where they learn about the history of Woodson and his interaction in the neighborhood, identify key points in the neighborhood that align with content, and allow them to produce a series of FreshAiR augmented reality tours of the area with and for their students.

This integrated approach to site, digital archives, outreach, and education efforts also opens numerous partnership and grant opportunities.

TABLE 1 SUMMARY OF RECOMMENDATIONS FOR DIGITAL MEDIA

Projects, Tools, Initiatives	How does this initiative support the resource-based environment?	How does this initiative support the production-based environment?	How does this initiative support the network-based environment?	How can this initiative enhance the physical site, the Carter G. Woodson Home?
Production-based Digital Environment				
Geospatial Mapping (StoryMaps)	<ul style="list-style-type: none"> Organizes and displays digital assets around geospatial literacy 	<ul style="list-style-type: none"> Allows users to create a narrative interpretation of digital resources based on geoliteracy 	<ul style="list-style-type: none"> Emphasizes the relationship between place and landscape (i.e., the Woodson site in DC, other sites across country that commemorate Carter G. Woodson, the relationship with key sites in Dr. Woodson’s biography, etc.) Appropriate for mobile digital technology 	<ul style="list-style-type: none"> Displays digital assets
ChronoZoom	<ul style="list-style-type: none"> Organizes digital assets in temporal literacy 	<ul style="list-style-type: none"> Supports user- and teacher-created timelines that display a narrative understanding and/or a curricular connection of Carter G. Woodson digital assets 	<ul style="list-style-type: none"> Provides opportunities for classes, schools, states, and communities to co-create timelines that tell a narrative theme 	<ul style="list-style-type: none"> Provides opportunities for classes, schools, states, and communities to co-create timelines that tell a narrative theme <ul style="list-style-type: none"> Approved timelines can be displayed in an interactive format on site, including projection
Resource-Based Digital Environment				
Digital Archive	<ul style="list-style-type: none"> Creates a sterile digital archive of associated and vetted materials that support and enhance the understanding of Dr. Woodson’s life 	<ul style="list-style-type: none"> Provides opportunity for community contributions and revision Provides a trusted collection of resources that can serve as starting point for all other initiatives 	<ul style="list-style-type: none"> Provides a commons in which members of the community can join, evaluate, annotate, use, and contribute 	<ul style="list-style-type: none"> Create growing collection of materials that can be connected with exhibits Available as contained, searchable databases in kiosks on the floor Available for user-generated tours in which digital assets can be customized around interest Creates culture of research for scholars
Family History & History Harvest events	<ul style="list-style-type: none"> Organizes and displays digital archive around relationships 	<ul style="list-style-type: none"> Provides an authentic hook for community and classroom engagement Invites community-sourced interpretation Supports community-based contributions around themes of family and relationship 	<ul style="list-style-type: none"> Identifies and connects families with deep connection to Carter G. Woodson legacy by blood or by bond Connects families with each other around shared interests and histories 	<ul style="list-style-type: none"> Host family history workshops for general public and educators

TABLE 1 SUMMARY OF RECOMMENDATIONS FOR DIGITAL MEDIA

Projects, Tools, Initiatives	How does this initiative support the resource-based environment?	How does this initiative support the production-based environment?	How does this initiative support the network-based environment?	How can this initiative enhance the physical site, the Carter G. Woodson Home?
Network-based Digital Environment				
Augmented Reality (FreshAiR)	<ul style="list-style-type: none"> Organizes and displays digital assets by geospatial literacy 	<ul style="list-style-type: none"> Supports crowd-sourced approach to organizing documents based on proximity and placement 	<ul style="list-style-type: none"> Creates site- and user-created tours of house, neighborhood, community Appropriate for mobile digital technology 	<ul style="list-style-type: none"> Creates room-based tour that accesses mobile devices to display digital assets
Open Educational Resources (OER Commons)	<ul style="list-style-type: none"> Provides a curated repository of resources and materials that can be accessed by educators, general public, users 	<ul style="list-style-type: none"> Allows members of Commons to contribute to ever-growing repository of resources and materials 	<ul style="list-style-type: none"> Creates community of members who contribute and interact in group settings 	<ul style="list-style-type: none"> Create growing collection of materials that can be connected with exhibits
Massive Open Online Courses (MOOC)	<ul style="list-style-type: none"> Open sharing of information 	<ul style="list-style-type: none"> Provides structure for student and scholar projects 	<ul style="list-style-type: none"> Brings students together to share information and ideas 	<ul style="list-style-type: none"> Create awareness of the site in academia
Social Media	<ul style="list-style-type: none"> Provides information and updates 	<ul style="list-style-type: none"> Outlet for uploads of audio, video, and text media in support of a growing repository of materials 	<ul style="list-style-type: none"> Opportunity to post, comment, hashtag, forward, share, like, and friend organizations, individuals, and resources associated with the site 	<ul style="list-style-type: none"> Enhances awareness of the site in the digital world

Recommendations for Personal Interpretive Services

Personal interpretive services refer to those that are presented by an individual or individuals to a “live” audience. Personal services can include ranger talks, guided tours, lectures, workshops, performances, and guided hands-on activities.

The community has been waiting for years to invite visitors to experience the very space in which Dr. Woodson lived, worked, and impacted the world. Challenges to meeting this goal include a recent earthquake that further damaged the building and set back the timeline for repairs and restoration. In spite of this delay, there are a number of personal services that can be offered currently to interpret the site’s primary interpretive themes and reinforce Dr. Woodson’s legacy.

GUIDED RANGER TOURS

The park can offer a regularly scheduled guided ranger tour of Dr. Woodson’s community. Starting in the nearby Carter G. Woodson “pocket park,” the tour should include not only Dr. Woodson’s home and headquarters, but also related points of interest in the Shaw Community, including the homes of other influential black leaders (such as Mary McLeod Bethune), as well as Shiloh Baptist Church, the Phyliss Wheatley YWCA, and other sites. In addition to identifying points of interest in the community, the tour should address the impact of

this important D.C. neighborhood during Dr. Woodson’s time, including educational opportunities, local African American culture, Black Broadway, black entrepreneurs in the commercial realm, and the rich cultural scene that involved the arts, music, literature, and poetry, and brought many prominent African American individuals to the area. The tour will establish an ongoing neighborhood presence in the period before the historic site can open to the public.

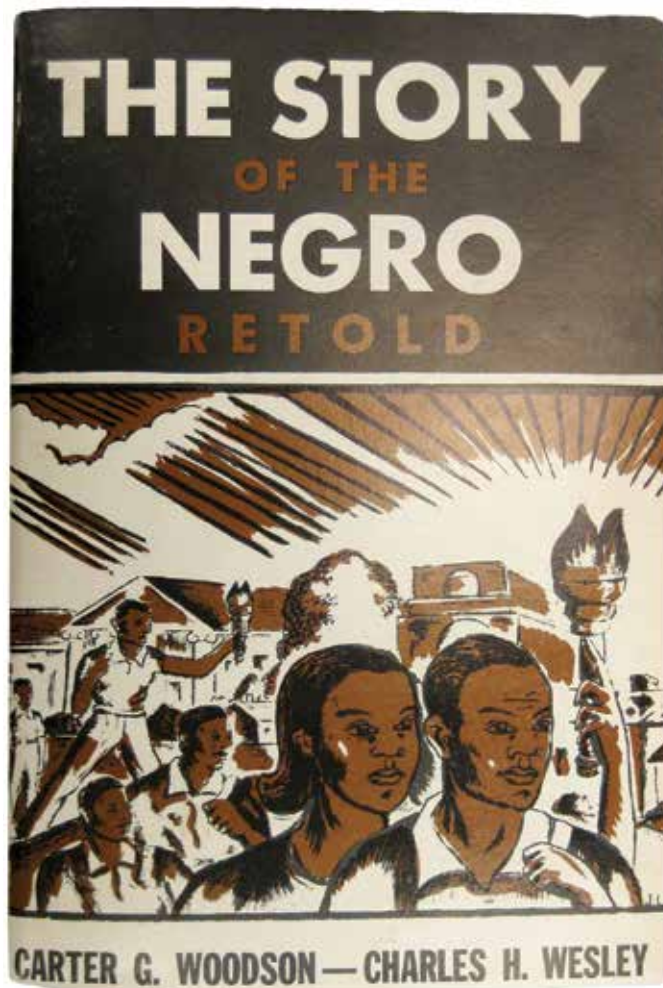
Research for the development of the tour could also be utilized in the development of a virtual neighborhood tour as referenced above. Effective first-person interpretation presents a challenge if it is to be done well (and if not done well, is not worth doing). But an optional tour format would involve hiring a skilled actor to present first-person interpretation of Dr. Woodson, allowing the man himself to lead the tour – in character.

Action. Build on existing research and staff knowledge to create tour content. Establish a regular schedule for tours, to be led by interpretive personnel from other NACE sites, and centered at, scheduled, and publicized from Mary McLeod Bethune Council House NHS.

STORY-TELLING/STORY-READING SESSIONS

Honoring Dr. Woodson’s great love of children, schedule regular story-telling or story-reading sessions

The jacket cover of *The Story of the Negro Retold* by Carter G. Woodson and Charles H. Wesley, published by Associated Publishers.
NPS Photo



in Carter G. Woodson Park. The program could be presented by skilled volunteers – perhaps retired educators who live in the area, or education majors at Howard University.

Action. Recruitment, training, scheduling, and publicizing these events will be managed by NPS personnel.

WRITING OR CREATIVE EXPRESSION COMPETITIONS

The NPS currently offers an African-American History Prize through the Carter G. Woodson Home NHS and National Capital Parks-East.

PROGRAMS CENTERED ON CONTEMPORARY ISSUES

These educational programs offer the opportunity to explore social commentary and encourage critical thinking. They are similar in concept to the existing Woodson-Franklin lectures, offered to a general audience. Scholars are invited to participate on panels and the public participates in related round table discussions.

Action. ASALH may sponsor such programs, in which NPS personnel would participate. Consider offering honoraria for participation.

MUSICAL/THEATRICAL INTERPRETIVE SERVICES

It may be possible to build on Kiamsha’s Youth Day/Message in the Music program, incorporating contemporary musical forms including hip hop.

Action. Explore this option with the Kiamsha organization and The Washington Center for the Performing Arts.

NATIONWIDE CARTER G. WOODSON BIRTHDAY PARTIES

ASALH once sponsored such parties in various parts of the country, going to schools and handing out “birthday treats” (not food) that helped commemorate Dr. Woodson and his legacy. They were said to be well received by the schools. ASALH could consider encouraging each national branch of the organization

to visit one school in honor of the Woodson birthday.

Action. NPS can participate in such a program by visiting a nearby school.

BLACK HISTORY MONTH PROGRAMMING

ASALH could consider replicating Dr. Woodson’s popular “Black History Week” kits for nationwide distribution.

Action. NPS would not be able to participate at present, but may consider a role in the future.

TEACHER RANGER TEACHER

This program is an extended professional development opportunity for educators from K-12 schools to learn about the resources and educational materials available through the National Park Service. Teachers participating in the Teacher Ranger Teacher program engage with parks and their resources, participate in a webinar about lesson planning, develop at least one lesson to be used in their classroom or school, assist the park with an education project, and increase their understanding of place-based learning. Professional development hours and graduate credit hours are made available to participants. The emphasis of the program is to link National Park units and teachers from schools with underserved student populations in urban and rural school districts.

Action. The Carter G. Woodson Home NHS will apply for Teacher Ranger Teacher funding for the upcoming fiscal year.

Recommendations for the future

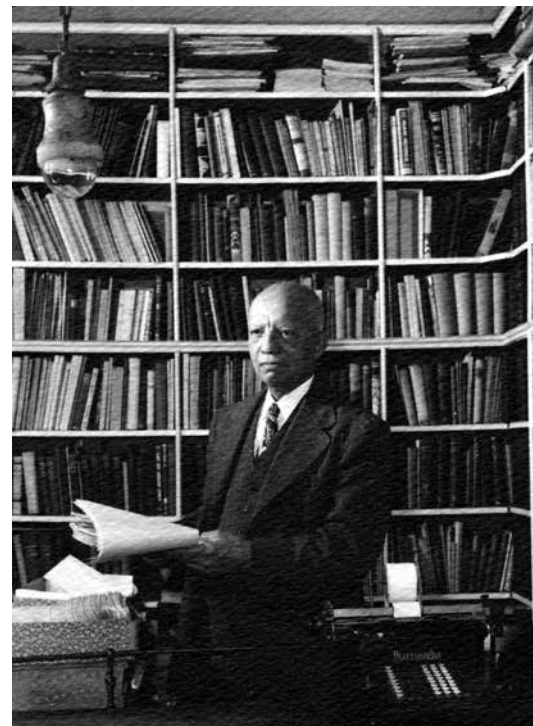
All the strategies for personal interpretive services described above could continue once the Carter G. Woodson home becomes available to the public. **Storytelling/reading sessions** could move to the steps of the home. If meeting rooms and classroom space are incorporated into the plans for the building, the potential for onsite workshops is increased.

In addition, the site might consider **first-person interpretation** of Dr. Woodson in the interior of the home where he lived and worked. The approach could be theatrical (a presentation to a static audience) or interactive, with “Dr. Woodson” conversing with visitors. This kind of live theater has been used to good effect in other National Park Service sites. For example, Actor Lee Stetson has presented programs interpreting John Muir’s exploration and political pursuits; Connie Stetson has presented “Stories of a Pioneer Woman,” and Park Ranger Shelton John portrays Sgt. Elizy Boman in “Yosemite Through the Eyes of a Buffalo Soldier” (<http://bit.ly/1RKfw7T>), all at Yosemite National Park. Other national parks presenting this mode of interpretation (and there are many others) include

Appomattox Courthouse National Historical Park (<http://www.nps.gov/apco/planyourvisit/living-history-interpreters.htm>), Steamtown National Historic Site <http://www.nps.gov/stea/planyourvisit/livinghistoryprograms.htm>), the Missouri National Recreational River <http://www.nps.gov/mnrr/learn/photosmultimedia/living-history.htm>), Hawai'i Volcanoes National Park (http://www.nps.gov/havo/planyourvisit/walk_into_the_past.htm), and Colonial National Historical Park in Virginia (<http://www.nps.gov/colo/planyourvisit/guidedtours.htm>).

“Dr. Woodson” could discuss his hard-working youth, the way he finally gained an education, his founding of ASALH and Associated Publishers, and the many prominent African American leaders with whom he worked throughout his distinguished career. Discussions could address ASALH’s work, Associated Publishers deadlines, convincing someone to write for the *Journal*, scolding Langston Hughes regarding his work ethic, putting together the *Bulletin*, etc. He could also be portrayed as Lorenzo Green described him – in robe and slippers, sweeping the floor and banking the furnace – presenting to visitors his humility and unyielding devotion to the cause of black history and empowerment.

Once the building is open to the public, it would serve as an excellent venue for **facilitated dialogue programs** that address critical social issues. Many parks have experimented with this program format to widespread success and visitor appreciation, including Rocky Mountain, Grand Teton, Grand Canyon, and Kenai Fjords National Parks, Boston National Historic Park, and Lake Mead National Recreational Area. More information, as well as the opportunity for training, is available at <http://idp.eppley.org/Interp-Toolkit>.



**Dr. Carter G. Woodson
in his library at 1428
9th Street, N.W.**
NPS Photo

Recommendations for Traditional Media

The traditional media category includes signs, exhibits, publications, film, audio, etc.: any mode that allows visitors to access information and interpretive content on their own, without staff intervention.

WAYSIDE EXHIBITS

There will obviously be little role for media like signs and exhibits until access to the building is available. Nevertheless, wayside signs describing the significance of the Carter G. Woodson home and describing the project’s goals are available. Two such interpretive signs, entitled *Discovering the Home of Dr. Carter G. Woodson* and *Life and Legacy of Dr. Carter G. Woodson*, have already been fabricated. They cannot be posted near the site at this time due to the presence of construction fencing.

Action. NPS will install the wayside signs when appropriate. In the meantime, the signs can be displayed at community events and loaned on a short-term basis to organizations with an interest in promoting Dr. Woodson’s legacy.

PUBLICATIONS

The site’s partner ASALH provides a number of publications regarding Dr. Woodson, his works, and the black history curriculum. These include:

- Woodson’s *Mis-Education of the Negro* (includes free downloadable study guide)

- *Carter G. Woodson’s Appeal: A Lost Manuscript*
- *Walking Proud: The story of Dr. Carter Godwin Woodson*
- *Journal of African American History*
- *The Black History Bulletin*
- *Fire!!! The Multimedia Journal of Black Studies* (digital)
- *The Negro in Sports*
- *Message in the Music*
- *Freedom’s Song: 100 Years of African American Struggle and Triumph* (DVD)
- John Hope Franklin’s *Reflections on Carter G. Woodson* (DVD)
- *Annual Black History Theme Kits*

Other books by Dr. Woodson include:

- *The Education of the Negro Prior to 1861*
- *The History of the Negro Church*
- *Free Negro Owners of Slaves in the United States in 1830*
- *A Century of Negro Migration*
- *The Mind of the Negro* (as editor)
- *A Carter G. Woodson Reader*

BOOKS ABOUT DR. WOODSON AND HIS LEGACY INCLUDE:

- *The Early Black History Movement, Carter G. Woodson, and Lorenzo Johnston Greene* (New Black Studies Series), Pero Dagbovie
- *Carter G. Woodson in Washington, D.C.: The Father of Black History* (American Heritage), Pero Dagbovie
- *Carter G. Woodson: A life in Black history* (Southern Biography Series), Jacqueline Goggin

Action. The publishing company Dr. Woodson founded, Associated Publishers, was dissolved in 2005, but ASALH retains the rights to the company’s intellectual property. A partnership with the Black Classics Press has been announced that will bring important works back into print. If appropriate, a joint NEH-Mellon Foundation initiative, Humanities Open Book, might be explored (<http://www.neh.gov/news/press-release/2015-01-15/humanities-open-book>). The program provides grants to publishers to identify great humanities books, secure all appropriate rights, and make the books available for free as ebooks under a Creative Commons license.

ASALH offers Woodson-related publications and other materials for purchase (or a few for free) at its online store at <https://netforum.avectra.com/eweb/shopping/Shopping.aspx?Site=asalh&WebCode=Shopping&cart=o>. However, National Park Service policy may not allow for a direct link to a partner’s online bookstore. In that case, the agency’s cooperating association Eastern National should be requested to create a cooperating agreement with ASALH that allows for such a link.

Note that it is not possible for the site’s web link to go directly to the publication being sought on the Eastern National site. Instead, it is necessary for buyers to search the website for the relevant item. Therefore, it would be important for the Woodson website to include

full citations of the recommended Woodson materials to facilitate prospective buyers’ ability to locate each book.

Note that the EParks function that provides this service is a work in progress that keeps improving each year. A much simpler approach may be available by the time the site opens to the public.

WOODSON WEBINARS

Webinars made available through the National Park Service system in connection with Black History Month would provide materials and reinforcement of Dr. Woodson’s role in creating the annual commemoration, and help to make his life and legacy better known

Action. ASALH can create and coordinate Woodson seminars for Park Service personnel, teachers, churches, and other organizations through Dr. Joyce Spencer. The NPS will facilitate access to the webinar to park personnel nationwide.

Recommendations for the future

When the Carter G. Woodson Home becomes available to the public, it is clear that **museum/visitor center exhibits**, both traditional and innovative, will play a strong role. It is too early in the process to be specific about exhibit content in the home: a comprehensive exhibit plan will need to be developed, articulating the site’s primary interpretive themes, that will determine the needs of the

community as well as those of visitors from farther away.

Based on these themes and the above recommendations, the following strategies are recommended to be explored during the exhibit planning process:

- A welcome and orientation center that informs visitors about all the options that are available for learning about Dr. Woodson’s life and legacy – on site, in the area, and virtually
- Kiosks offering searchable access to a digital archive of Woodson materials
- Digital Story Map (e.g., flat screen monitor) demonstrating Dr. Woodson’s impact across the nation and the world, as developed by Berea College
- Digital, multi-layered interactive timeline of Dr. Woodson’s life (flat screen display), building on Berea College’s initiative
- Historic furnishings in at least some of the spaces once occupied by Dr. Woodson
- Room-based virtual reality tour, accessed via mobile devices, that brings to life via sound, images, and other digital assets regarding the people and times when Dr. Woodson was in residence at the house
- Reconstructed scene from Dr. Woodson’s youth, showing his humble origins, hard jobs he

worked at, supportive parents/family, etc.

- Audio, video and photographs of Dr. Woodson
- An interactive device that references the “family tree” of African American historians mentored by Dr. Woodson, and their continuing impact on the field of history. Among others, these include Charles H. Wesley, L.D. Reddick, John Hope Franklin, Arnett Lindsay, Langston Hughes, Alrutheus A. Taylor, Jessie H. Roy, and Lorenzo Johnston Greene.
- An interactive device highlighting the influential black leaders associated with Dr. Woodson, their relationships, and accomplishments. Among many others, these include W.E.B. Du Bois, Mary McLeod Bethune, Nannie Helen Burroughs, James E. Stamps, Rayford W. Logan, William M. Brewer, Victor R. Daly, Louis Mehlinger, Marion J. Pryde, Nora Zeale Huston, and – not contemporaries, but sources of inspiration – Frederick Douglass, George Washington Williams, Booker T. Washington – and of course, Woodson’s own exceptionally supportive parents. His circle also included white scholars of African American history, such as Herbert Aptheker.
- Museum shop offering Woodson-related materials
- Workshop and classroom space
- If feasible, a small performance/auditorium space

- Electronic access for scholars and researcher to the *Journal of African American History* (JAAH) and *African American History Bulletin*. Note that access at present is available as a benefit for ASALH members only.

As part of the site’s initiative to reach out to youth, a Young Leaders Advisory Team should be formed to help develop visitor center content for the Woodson home. Providing a group of young people with the agency to shape the content of the site’s visitor experience will not only bring Dr. Woodson’s relevance home to a new generation, but will result in a visitor experience that would attract and appeal to young audiences for years to come. The group would consist of high school and college age students, perhaps recruited through Kiamsha Youth Empowerment, already an NPS partner, and area educational institutions.

Why would young people join a group like this one? Incentives for participation must arise directly from the youths’ own values. Suggested following possible reasons for participating are:

- Participation would look good on resumes and college applications
- Participation could fulfill community service requirements
- Participants may be able to get course credit or extra credit for participation (coordination with schools required)

- The feeling that they are part of an elite group of young people that adults respect and listen to
- Opportunity to meet other young people with similar values and interests
- Free food – a vitally important component of any youth program!

Recruitment of students can take place through Kiamsha, through nearby colleges and universities, and through local high school faculty. History groups, including those involved in African American studies, political science, or civics clubs at the college and high school level could provide good entrée. Most college departments send regular email to their majors, and may be willing to include an announcement of the program. Participants should be required to apply to the program through a manageable, simple application process, adding prestige and competition to the process.

If broader geographical participation is desired, consider using a web conferencing system that features a two-way, live audio and video feed that does not sacrifice the effective features of face-to-face meetings, such as body language, facial expressions, and voice inflection. The program will provide a great opportunity to reach out to youth audiences at the time when the site is ready to develop the Carter G. Woodson Home as a visitor center/ museum. The combination of the long-awaited upgrades to the

facility, innovative new strategies for providing interpretive services, and targeted outreach to youth will build credibility and result in meaningful visitor experiences that will continue to be relevant for vital future audiences for years to come. The program could become a national model for youth engagement in an interpretive context, especially with the potential involvement of organizations like the Institute of Museums and Library Services (IMLS; see below).

Action. The Carter G. Woodson Home NHS has requested funding to create such a group through George McDonald, the Youth Programs Manager for the agency.

POTENTIAL PARTNERSHIPS. Global Kids (<http://www.globalkids.org/#/home>), an education nonprofit, is engaged in developing youth leaders for the global stage. It “works to ensure that youth from underserved areas have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.” They work primarily by providing special training for middle school and high school youth, and offer professional development, capacity building, curriculum, and consulting services for educators, schools, and organizations.

The IMLS’ National Arts and Humanities Youth Program Awards (<https://www.imls.gov/>

[grants/available/national-arts-and-humanities-youth-program-awards](#)) recognize and support outstanding community arts and humanities programs that celebrate the creativity of America’s young people by providing them with learning opportunities and chances to contribute to their communities. These awards focus national attention on exemplary programs currently fostering the creative and intellectual development of America’s youth through education and practical experience in the arts and the humanities. A program soliciting the input of youths to the development of visitor center exhibits would seem to be an excellent fit for this IMLS program.

Participation in **National History Day** encourages the nation’s youth to become engaged in history, and could serve to increase attendance at the site once it is open to the public.

Action. NPS sponsorship of a History Day prize can be initiated when the building is open to the public. ASALH can participate by helping to recognize and promote the winners through their existing media outlets.

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Digital Media						
Geospatial Mapping (Story-Maps)	<ul style="list-style-type: none"> Identify current digital assets related to the Carter G. Woodson Home National Historic Site Integrate relevant digital archives and collections Provide visualization of these collections Organize training and implementation for schools and visitors through blended model Support digital archives that archive the growing repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	In addition to Berea College: <ul style="list-style-type: none"> Organizations like DC Geographic Alliance, Virginia Geographic Alliance, and Maryland Geographic Alliance support geoliteracy projects with funding and through partnership Major geospatial technology organizations like ESRI Project-based relationship with university geospatial centers 	<ul style="list-style-type: none"> Handheld GPS devices Site-based mobile devices ESRI StoryMaps license High speed internet 	<ul style="list-style-type: none"> To integrate GIS mapping projects with the physical site in the form of site tours and community walking tours. StoryMaps are accessed on mobile devices, on kiosks and projection. StoryMaps also allow for crowd-sourcing. 	<ul style="list-style-type: none"> Youth Educators & school groups (K-12 & post-secondary) Tourists Local community Virtual 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Chrono-Zoom	<ul style="list-style-type: none"> Identify current digital assets related to the Carter G. Woodson Home National Historic Site Integrate relevant digital archives and collections Provide visualization of these collections Organize training and implementation for schools and visitors through blended model 	Berea College <ul style="list-style-type: none"> Free open license – no partnership required to acquire the technology 	<ul style="list-style-type: none"> Handheld GPS devices Site-based mobile devices ESRI StoryMaps license High speed internet 	<ul style="list-style-type: none"> To support digital archives that archive a repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	<ul style="list-style-type: none"> Youth Educators & school groups (K-12) Tourists Local community Virtual 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

* Refers to the most relevant audiences. All audiences could benefit from most of the recommended strategies.

** Obviously, all themes could be addressed using each of these methodologies. This listing refers only to the strongest themes for each strategy.

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Digital Media <i>continued</i>						
Digital Archive & OER Commons	<ul style="list-style-type: none"> Take an inventory of existing digital assets and collections Identify and pre-select key digital assets that can be used to tie the site to the man Create a cloud-based repository of these digital assets Digitize any physical artifacts that fit the theme and approach Create a set of needs for technology application; identify possible options that fit this rubric 	<ul style="list-style-type: none"> Content holdings at major universities, community centers, libraries, archives Scholars with a focus on Carter G. Woodson and his life Howard University, Berea College ASALH Teacher team members (In association with other partners): <ul style="list-style-type: none"> NEH (various programs) IMLS Library of Congress Mellon Foundation 	<ul style="list-style-type: none"> Dedicated server to host digital archive Staff or partnership to design, create, and support archive 	<ul style="list-style-type: none"> To provide access to the entire historic source canon of materials associated with Carter G. Woodson's life and impact To contextualize the physical site with curated digital archive A growing digital archive integrates with any social media efforts by accessing compelling and relevant materials that can be shared through any platform 	<ul style="list-style-type: none"> Educators (K-12 & post-sec) Virtual Scholars 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Family History & History Harvest	<ul style="list-style-type: none"> Identify working relationships with partner organizations (such as ASALH) to identify key thematic approaches to an annual History Harvest Support a digital repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	<ul style="list-style-type: none"> Community organizations to co-promote events: ASALH, Shaw Main Streets, ANC 6E, Watha T. Daniels Public Library, Shiloh Baptist Church Woodson-related communities across country (In association with other partners): <ul style="list-style-type: none"> NEH Common Heritage program 	<ul style="list-style-type: none"> Digital archive Scanner stations for community crowd-sourcing 	<ul style="list-style-type: none"> To acknowledge and enhance the deep impact of Carter G. Woodson on the community To create and support citizen archivists in communities and classrooms 	<ul style="list-style-type: none"> Youth Educators (K-12) Local community Virtual 	<ul style="list-style-type: none"> Impact Community Woodson the man

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Digital Media <i>continued</i>						
Augmented Reality (FreshAiR)	<ul style="list-style-type: none"> Identify current digital assets related to the Carter G. Woodson Home National Historic Site Integrate relevant digital archives and collections Provide visualization of these collections Organize training and implementation for schools and visitors through blended model Support digital archives that archive a repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	<ul style="list-style-type: none"> ASALH Organizations like ROAR (Radford University) DC Chamber of Commerce Instructional technology organizations who have access and expertise in tools but want the content and outreach project to apply them (SITE, ISTE, etc.) Global Kids Cultural Tourism D.C. Shaw Main Streets ANC 6E Watha T. Daniel Public Library Shiloh Baptist Church 	<ul style="list-style-type: none"> Site-based mobile devices High speed internet Subscriptions to FreshAiR app 	<ul style="list-style-type: none"> To provide a contextualized and customized walking tour of Shaw Neighborhood. 	<ul style="list-style-type: none"> Youth Educators & school groups (K-12) Tourists Local community Virtual 	<ul style="list-style-type: none"> Community Woodson the man
Social Media	<ul style="list-style-type: none"> Assign site staff to manage social media outlets Make sure assigned staff has sufficient hours allocated to social media maintenance Provide training as needed (through NPS' Harpers Ferry Center) 	<ul style="list-style-type: none"> Kiamsha ASALH 	<ul style="list-style-type: none"> Digital resources for online sharing High speed internet 	<ul style="list-style-type: none"> Promote & support growing community of like-minded, Woodson-oriented participants Ongoing, effective communication & connection with stakeholders 	<ul style="list-style-type: none"> Youth Tourists Local community Virtual 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

* Refers to the most relevant audiences. All audiences could benefit from most of the recommended strategies.

** Obviously, all themes could be addressed using each of these methodologies. This listing refers only to the strongest themes for each strategy.

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Personal Services						
Guided ranger tours	<ul style="list-style-type: none"> Build on existing research and staff knowledge to create tour content Establish a regular schedule; publicize the event Establishes an ongoing neighborhood presence in the period before the historic site can open to the public 	<ul style="list-style-type: none"> Interpretive personnel from other NACE units 	<ul style="list-style-type: none"> Research resources Time allocated for research and tour preparation 	<ul style="list-style-type: none"> Begin to develop a body of research resources that can inform other initiatives, including digital Reinforce CAWO/NPS role in the Shaw neighborhood as a vital neighborhood partner 	<ul style="list-style-type: none"> Educators & school groups Tourists 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Story-telling in the park	<ul style="list-style-type: none"> Recruitment of knowledgeable volunteers Establish a regular schedule; publicize the event Establishes an ongoing neighborhood presence in the period before the historic site can open to the public Engages family audience 	<ul style="list-style-type: none"> Retired educators from local community Education majors from nearby colleges and universities 	<ul style="list-style-type: none"> Volunteers Mechanism to select suitable stories Training and performance review 	<ul style="list-style-type: none"> Honor Dr. Woodson's love of children, echoing his own loving engagement with them throughout his lifetime Reinforce CAWO/NPS role in the Shaw neighborhood as a vital neighborhood partner 	<ul style="list-style-type: none"> Youth (mainly younger children and families) Tourists Local community 	<ul style="list-style-type: none"> Woodson the man
Writing or creative expression competitions	<ul style="list-style-type: none"> Encourage young people interested in history to become more familiar both with Carter G. Woodson and the Carter G. Woodson NHS 	<ul style="list-style-type: none"> National History Day ASALH Shiloh Baptist Church 	<ul style="list-style-type: none"> Competition organization Publicity Prize money 	<ul style="list-style-type: none"> Continue Dr. Woodson's legacy of mentoring and encouraging youth 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Personal Services continued						
Soapbox concept: contemporary issues, social commentary, critical thinking	<ul style="list-style-type: none"> Encourage development of critical thinking skills, persuasive argument, public speaking abilities 	<ul style="list-style-type: none"> ASALH Shiloh Baptist Church 	<ul style="list-style-type: none"> Organization Publicity 	<ul style="list-style-type: none"> Continue Dr. Woodson's legacy of mentoring and encouraging youth Create opportunities for constructive open dialogue on civil rights, social justice, etc. 	<ul style="list-style-type: none"> Youth Tourists Local community 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Facilitated dialogue programs	<ul style="list-style-type: none"> Provide a fully engaging, interactive experience 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Create opportunities for constructive open dialogue on civil rights, social justice, etc. 	<ul style="list-style-type: none"> Youth Tourists Local community 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Music-related programs	<ul style="list-style-type: none"> Engage with Shaw neighborhood creative community 	<ul style="list-style-type: none"> Kiamsha 	<ul style="list-style-type: none"> Build on Kiamsha Youth Day/Message in the Music program 	<ul style="list-style-type: none"> Contribute to strengthening the neighborhood's traditional cultural reach 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Community Woodson the man
Nation-wide Woodson birthday parties in the schools	<ul style="list-style-type: none"> Revive a program that successfully promoted knowledge of Carter G. Woodson in elementary 	<ul style="list-style-type: none"> ASALH, including nationwide branches 	<ul style="list-style-type: none"> Program development for schools throughout the nation 	<ul style="list-style-type: none"> Bring nationwide awareness of Dr. Woodson's legacy 	<ul style="list-style-type: none"> Youth, including educators 	<ul style="list-style-type: none"> Father of black history Woodson the man
Woodson focus during Black History Month	<ul style="list-style-type: none"> Build on existing programs to enhance general knowledge of Dr. Woodson's life and legacy 	<ul style="list-style-type: none"> ASALH Kiamsha 	<ul style="list-style-type: none"> Program development 	<ul style="list-style-type: none"> Enhance awareness of Dr. Woodson's accomplishments and legacy 	<ul style="list-style-type: none"> Youth, including educators 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Teacher Ranger Teacher program	<ul style="list-style-type: none"> Ease staffing shortages Enhance awareness of NPS programs in the schools 	<ul style="list-style-type: none"> School districts Woodson scholars 	<ul style="list-style-type: none"> Application for funding 	<ul style="list-style-type: none"> Enhance relationships between NPS and educational community 	<ul style="list-style-type: none"> Youth, including educators Tourists Local community 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

* Refers to the most relevant audiences. All audiences could benefit from most of the recommended strategies.

** Obviously, all themes could be addressed using each of these methodologies. This listing refers only to the strongest themes for each strategy.

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Traditional Media						
Wayside signs	<ul style="list-style-type: none"> Demonstrate progress toward interpreting Dr. Woodson's life & legacy Reinforce NPS commitment to the project Establishes an ongoing neighborhood presence in the period before the historic site can open to the public Installation 	<ul style="list-style-type: none"> None needed; signs have been fabricated 	<ul style="list-style-type: none"> Decision to install when appropriate 	<ul style="list-style-type: none"> Establish significance of the Woodson site in the neighborhood & DC 	<ul style="list-style-type: none"> Tourists Local community 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Publications	<ul style="list-style-type: none"> Make full range of Woodson and Woodson-inspired works available to the public via museum shop & website Request that Eastern National carry significant works Provide web link to purchase 	<ul style="list-style-type: none"> Eastern National ASALH NEH-Mellon Foundation Humanities Open Book program 	<ul style="list-style-type: none"> Web link Cooperating agreement 	<ul style="list-style-type: none"> Wide dissemination of Dr. Woodson's work Demonstrate Dr. Woodson's impact on history, education, & African American lives 	<ul style="list-style-type: none"> Youth Tourists Local community Virtual 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man
Museum/Visitor Center exhibits	<ul style="list-style-type: none"> Create Young Leaders Advisory Team YLAT creates guidelines & direction for exhibit content, including future interior specifications to match exhibit goals Begin development of exhibit plan Have exhibit plan in place when building is ready for occupancy 	<ul style="list-style-type: none"> Kiamsha Local educational institutions NPS Harpers Ferry Center 	<ul style="list-style-type: none"> Specifications for the future re: building interior 	<ul style="list-style-type: none"> Exhibit/Visitor Center with wide appeal to young audiences National model for exhibit development centered on youth 	<ul style="list-style-type: none"> Youth Tourists Local community 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

TABLE 2 SUMMARY OF RECOMMENDATIONS

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Needs	Long term Goals	Audiences Served*	Themes Addressed**
Traditional Media <i>continued</i>						
Woodson webinars as NPS training	<ul style="list-style-type: none"> Provide material and reinforcement of Dr. Woodson's role in creating Black History Month 		<ul style="list-style-type: none"> Coordination 	<ul style="list-style-type: none"> Make Woodson's life and legacy better known throughout the world. 	<ul style="list-style-type: none"> Educators Park rangers 	<ul style="list-style-type: none"> Father of black history Woodson the man
Recognition of competition/history day winners	<ul style="list-style-type: none"> Encourage future participation of additional youth Increase attendance at the site 	<ul style="list-style-type: none"> ASALH 	<ul style="list-style-type: none"> Coordination 	<ul style="list-style-type: none"> Make Woodson's life and legacy better known to young people 	<ul style="list-style-type: none"> Youth, including educators 	<ul style="list-style-type: none"> Father of black history Impact Community Woodson the man

* Refers to the most relevant audiences. All audiences could benefit from most of the recommended strategies.
 ** Obviously, all themes could be addressed using each of these methodologies. This listing refers only to the strongest themes for each strategy.

Recommendations for Raising Visibility and Identity

A number of the strategies recommended above will, if implemented, contribute to raising the visibility and identity of the Carter G. Woodson Home NHS as a unit of the National Park Service. These include:

- The site's potential association with a nation-wide or even global inventory of Woodson primary source materials.
- Woodson materials contributed to the Open Educational Resources Commons (OER) will bring attention to the site as a source of information and curriculum materials.
- Youth involvement in the creation of a virtual reality tour of Dr. Woodson's neighborhood could bring publicity.
- A well-managed social media initiative across multiple platforms will help draw attention to the site.
- The various recommended partnerships and associations, both local and national, will help bring visibility.
- The Young Leaders Advisory Team could become a national model for youth engagement in an interpretive context, especially with the potential involvement of national funders/organizations.

An additional strategy is recommended to enhance visibility: youth-

centered engagement with larger tourism initiatives in the DC area.

THE AFRICAN AMERICAN HERITAGE TRAIL.

Cultural Tourism DC links more than 200 sites in the DC area, organized into fifteen neighborhood walking tours, that are essential to understanding the role of African Americans in local and national history and culture (<http://www.culturaltourismdc.org/portal/african-american-heritage-trail>).

The Carter G. Woodson Home NHS is listed as part of the Shaw Heritage Trail, and is featured in the printed guide to the trail system. Once the Woodson home is opened to the public, the site should become one of the venues that distribute the printed guide.

In addition, however, and building on the middle- and high-school student-created augmented reality tour of Dr. Woodson's neighborhood that is described above, the site could work with area youths to develop augmented reality tours that complement and supplement the printed brochure, plaques, and signs that are already a part of each neighborhood trail. Starting with segments of the historic districts that are located near the Woodson home (for example, Greater U Street, LeDroit Park, and Logan Circle), develop tours for mobile devices that add images, audio, and even video to the points of interest on the trail. The program, if of sufficient quality to be promoted by Cultural Tourism DC,

could eventually spread throughout the city, with the Woodson site/NPS at the forefront of its creation. The program would be appreciated not only for the added value it would bring to the walking tours and for the role the Woodson site would play in the creation and inspiration for the augmented reality elements, but also for the prominent role given to youths in the planning and creation of those elements.

Summary of Recommendations: Targeted Outreach to Youth

Because of the emphasis placed on the need to target young audiences, the recommended strategies for this group are summarized here.

- First, it is important to acknowledge the ongoing role of critical partners ASALH and Kiamsha Youth Empowerment in reaching out to youth. Both organizations have done a great deal over many years to engage young audiences with the Carter G. Woodson story.
- Engagement in Family History/History Harvest activities
- Engagement with Story Maps and

ChronoZoom technology

- Engagement in creation of augmented reality tour of Dr. Woodson’s neighborhood, perhaps to be followed by similar initiatives in other neighborhoods, linked to sites on Cultural Tourism DC’s African American Heritage Trail
- Young Leaders Advisory Team to drive development of visitor center content, resulting in exhibits and other media that are compelling and relevant to young people
- Connection through a vigorous social media program
- Storytelling in the park/at Woodson home (mainly for younger children)

In addition, paid internships would enhance the involvement of young people at the site.

Personnel Requirements

A strong program and consultant base will address many of the logistical and development needs of the program. With limited staff, the development of a supportive base of consultancy and partnership will be required.

Potential Partners	Digital Archive	Event Promotion	Curriculum Development	Content Development (tours, maps, timelines, etc.)	Grant Writing & Management
University	●	●	●	●	●
Community	●	●	●	●	
Teacher Institutes & PD	●		●	●	
Consultants	●	●	●	●	●

Implementation Plan

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Digital Media				
Geospatial Mapping (StoryMaps)	<ul style="list-style-type: none"> • Identify current digital assets related to Dr. Woodson’s travels through life • Integrate relevant digital archives and collections to support the story of Dr. Woodson’s journey • Provide visualization of these collections • Organize training and implementation • Add material generated through StoryMap project to potential Carter G. Woodson Digital Archive • Make the StoryMap available via internet, physical kiosks, mobile devices, and class-based devices 	<ul style="list-style-type: none"> • Berea College, under the direction of Dr. Alicestyne Turley, Carter G. Woodson Center for Interracial Education. Proposed topic: Dr. Woodson’s life journey • Potential additional partnerships: organizations like DC Geographic Alliance, Virginia Geographic Alliance, and Maryland Geographic Alliance support geoliteracy projects with funding and through partnership; major geospatial technology organizations like ESRI; project-based relationship with university geospatial centers 	<p>NPS:</p> <ul style="list-style-type: none"> • Minimal • Park benefits from development of the content <p>ASALH:</p> <ul style="list-style-type: none"> • Opportunity to submit materials to StoryMap project: could work through national branches 	<ul style="list-style-type: none"> • To integrate GIS mapping projects with the physical site in the form of site tours and community walking tours. StoryMaps are accessed on mobile devices, on kiosks and projection. StoryMaps also allow for crowd-sourcing. • To enhance teacher training & professional development in digital methodologies through workshops and continuing education credits
ChronoZoom	<ul style="list-style-type: none"> • Identify current digital assets related to the Carter G. Woodson Home National Historic Site • Integrate relevant digital archives and collections • Provide visualization of these collections • Organize training and implementation 	<ul style="list-style-type: none"> • Free open license – no partnership required to acquire the technology 	<p>No role at present, but StoryMap project could be expanded in the future to include not just Dr. Woodson’s geographical journey, but the chronological story of his life. ChronoZoom also provides the opportunity to provide context to his life, including important events, challenging conditions under Jim Crow, etc.</p>	<ul style="list-style-type: none"> • To support digital archives that archive a repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Digital Media <i>continued</i>				
Digital Archive & OER Commons	<ul style="list-style-type: none"> Take an inventory of existing digital assets and collections Identify and pre-select key digital assets that can be used to tie the site to the man Create a cloud-based repository of these digital assets Digitize any physical artifacts that fit the theme and approach Create a set of needs for technology application; identify possible options that fit this rubric 	<ul style="list-style-type: none"> Howard University as LEA ASALH as participating partner HBCU Library Alliance <p>Seek funding to create Carter G. Woodson Digital Archive that links existing archival material at a central hub.</p> <p>Potential funding sources:</p> <ul style="list-style-type: none"> NEH (various programs) IMLS Library of Congress Mellon Foundation 	<p>NPS:</p> <ul style="list-style-type: none"> Minimal; letter of support Park programs & future digital interpretive services benefit from use of the archival content <p>ASALH:</p> <ul style="list-style-type: none"> Letter of support Possible admin decision to allow public access to digitized content now available to members only (<i>Journal, Bulletin</i>) 	<ul style="list-style-type: none"> To provide access to the entire historic source canon of materials associated with Carter G. Woodson's life and impact To contextualize the physical site with curated digital archive A growing digital archive integrates with any social media efforts by accessing compelling and relevant materials that can be shared through any platform
History Harvest	<ul style="list-style-type: none"> Identify working relationships with partner organizations to identify key thematic approaches to an annual History Harvest Support digital archives that archive a repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	<ul style="list-style-type: none"> ASALH Kiamsha <p>Future partnership might include: Shaw Mainstreets, ANC 6E, D.C. Public Library, Cultural Tourism D.C., D.C. Commission on the Arts and Humanities, the D.C. Office on Aging, and the Historical Society of Washington, D.C.</p>	<p>NPS:</p> <ul style="list-style-type: none"> Minimal Park programs & future digital interpretive services benefit from use of the archival content <p>ASALH:</p> <ul style="list-style-type: none"> Conduct pilot History Harvest during annual conference (possibly at booth in Exhibit Hall) If successful, seek funding through NEH Common Heritage program Kiamsha Tap members to serve as volunteers Program builds on existing Kiamsha Family History project 	<ul style="list-style-type: none"> To acknowledge and enhance the deep impact of Carter G. Woodson on the community To create and support citizen archivists in communities and classrooms To add to and continue to build a Digital Archive

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Digital Media <i>continued</i>				
Augmented Reality (FreshAiR)	<ul style="list-style-type: none"> Identify current digital assets related to the Carter G. Woodson Home National Historic Site Integrate relevant digital archives and collections Provide visualization of these collections Organize training and implementation Support digital archives that archive repository of artifacts as well as display through physical kiosks, mobile devices, and class-based devices 	<p>Alex Padro, ANC Commissioner for the Shaw Neighborhood, listed a number of organizations that might be interested in partnering to create an augmented reality tour of Dr. Woodson's neighborhood (Workshop, Day 2). These include: Shaw Mainstreets, DC Chamber of Commerce (possibly) and Cultural Tourism D.C.</p> <ul style="list-style-type: none"> Shiloh Baptist Church may also be interested through their Boy/Girl Scout program 	<p>NPS: would need to supervise and vet any material included</p> <p>ASALH: Could play a role in helping to vet content</p>	<ul style="list-style-type: none"> To provide a contextualized and customized walking tour of Shaw Neighborhood. FreshAiR
Social Media	<ul style="list-style-type: none"> Assign site staff to manage social media outlets Make sure assigned staff has sufficient hours allocated to social media maintenance Provide training as needed (through NPS' Harpers Ferry Center) 	<ul style="list-style-type: none"> Kiamsha ASALH 	<p>NPS: upgrade and enhance existing social media platforms</p> <p>ASALH: minimal</p> <p>Kiamsha: consultation on improvements to outreach through social media</p>	<ul style="list-style-type: none"> Promote & support growing community of like-minded, Woodson-oriented participants Ongoing, effective communication & connection with stakeholders
Traditional: Personal Services				
Guided ranger tours	<ul style="list-style-type: none"> Build on existing research and staff knowledge to create tour content Establish a regular schedule; publicize the event Establishes an ongoing neighborhood presence in the period before the historic site can open to the public 	<ul style="list-style-type: none"> Interpretive personnel from other NACE units 	<p>NPS: regularly scheduled Woodson neighborhood tours through Bethune</p> <p>ASALH: Minimal</p>	<ul style="list-style-type: none"> Begin to develop a body of research resources that can inform other initiatives, including digital Reinforce CAWO/ NPS role in the Shaw neighborhood as a vital neighborhood partner

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Traditional: Personal Services <i>continued</i>				
Storytelling in the park	<ul style="list-style-type: none"> Recruitment of knowledgeable volunteers Establish a regular schedule; publicize the event Establishes an ongoing neighborhood presence in the period before the historic site can open to the public Engages family audience 	<ul style="list-style-type: none"> Retired educators from local community Education majors from nearby colleges and universities 	<p>NPS: will coordinate</p> <p>ASALH: possible source of volunteer story-tellers</p>	<ul style="list-style-type: none"> Honor Dr. Woodson's love of children, echoing his own loving engagement with them throughout his lifetime Reinforce CAWO/ NPS role in the Shaw neighborhood as a vital neighborhood partner Can also be offered as virtual web-based program
1st person interpretation	<ul style="list-style-type: none"> Training through NPS resources or others 	<ul style="list-style-type: none"> University theater arts/theater education programs, e.g., Catholic University of America International Museum Theatre Alliance (IMTAL) 	<p>NPS: No role at present; reconsider when house opens to the public</p> <p>ASALH: No role at present</p>	<ul style="list-style-type: none"> Create a vital sense of Dr. Woodson, his life, legacy & times
Writing or creative expression competitions	<ul style="list-style-type: none"> Encourage young people interested in history to become more familiar both with Carter G. Woodson and the Carter G. Woodson NHS 	National History Day	<p>NPS: Offering African-American History Prize via Carter G. Woodson Home NHS, National Capital Parks-East</p> <p>ASALH: no role necessary</p>	<ul style="list-style-type: none"> Continue Dr. Woodson's legacy of mentoring and encouraging youth
Soapbox concept: contemporary issues, social commentary, critical thinking	<ul style="list-style-type: none"> Encourage development of critical thinking skills, persuasive argument, public speaking abilities 	ASALH Shiloh Baptist Church	<p>NPS: May participate, but no role necessary in planning</p> <p>ASALH: Educational program similar to existing Woodson-Franklin lectures, for a general audience: scholars, panel format, round table discussions; possible honoraria for participation</p>	<ul style="list-style-type: none"> Continue Dr. Woodson's legacy of mentoring and encouraging youth Create opportunities for constructive open dialogue on civil rights, social justice, etc.
Facilitated dialogue programs	<ul style="list-style-type: none"> Provide a fully engaging, interactive experience 	TBD	<p>NPS: No role at present; reconsider when house opens to the public</p>	<ul style="list-style-type: none"> Create opportunities for constructive open dialogue on civil rights, social justice, etc.

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Traditional: Personal Services <i>continued</i>				
Music-related programs	<ul style="list-style-type: none"> Engage with Shaw neighborhood creative community 	Kiamsha	<p>NPS: no role</p> <p>Kiamsha: build on Kiamsha Youth Day/ Message in the Music program, incorporating hip hop</p>	<ul style="list-style-type: none"> Contribute to strengthening the neighborhood's traditional cultural reach
Nationwide Woodson birthday parties in the schools	<ul style="list-style-type: none"> Revive a program that successfully promoted knowledge of Carter G. Woodson in elementary schools throughout the nation 	ASALH, including nationwide branches	<p>NPS: potential b'day visit to a nearby school</p> <p>ASALH: develop a program wherein each branch visits one school to celebrate the Woodson b'day.</p>	<ul style="list-style-type: none"> Bring nationwide awareness of Dr. Woodson's accomplishments and legacy
Woodson focus during Black History Month	<ul style="list-style-type: none"> Build on existing programs to enhance general knowledge of Dr. Woodson's life and legacy 	ASALH Kiamsha	<p>NPS: no role at present; potential future role</p> <p>ASALH: replicate Dr. Woodson's "Black History Week" kits for nationwide distribution</p>	<ul style="list-style-type: none"> Enhance awareness of Dr. Woodson's accomplishments and legacy
Teacher Ranger Teacher program	<ul style="list-style-type: none"> Ease staffing shortages Enhance awareness of NPS programs in the schools 	School districts Woodson scholars	<p>NPS: apply for TRT funding for next year</p> <p>ASALH: no role at present</p>	<ul style="list-style-type: none"> Enhance relationships between NPS and educational community
Traditional: Media				
Wayside signs	<ul style="list-style-type: none"> Demonstrate progress toward interpreting Dr. Woodson's life & legacy Reinforce NPS commitment to the project Establishes an ongoing neighborhood presence in the period before the historic site can open to the public Installation 	<ul style="list-style-type: none"> None needed; sign have been fabricated 	<p>NPS: install when appropriate; in the meantime, display at community events</p> <p>ASALH: borrow for events as needed</p>	<ul style="list-style-type: none"> Establish significance of the Woodson site in the neighborhood & DC

Implementation Plan

Projects, Tools, Initiatives	Short term Goals & Tasks	Potential Partnerships	Proposed Role of NPS/ASALH	Long term Goals
Traditional: Media <i>continued</i>				
Publications	<ul style="list-style-type: none"> • Make full range of Woodson and Woodson-inspired works available to the public via museum shop & website • Request that Eastern National carry significant works • Provide web link to purchase 	<ul style="list-style-type: none"> • Eastern National • ASALH • NEH-Mellon Foundation Humanities Open Book program 	<p>NPS: create cooperative agreement that allows link to ASALH book sales from Woodson website NPS: ensure that visitors to Eastern National website can locate Woodson materials [NOTE: search does not locate any at present]</p> <p>ASALH: party to cooperative agreement</p>	<ul style="list-style-type: none"> • Wide dissemination of Dr. Woodson's work • Demonstrate Dr. Woodson's impact on history, education, & African American lives
Museum/ Visitor Center exhibits	<ul style="list-style-type: none"> • Create Young Leaders Advisory Team • YLAT creates guidelines & direction for exhibit content, including future interior specifications to match exhibit goals • Begin development of exhibit plan • Have exhibit plan in place when building is ready for occupancy 	<ul style="list-style-type: none"> • Kiamsha • Local educational institutions • NPS Harpers Ferry Center 	<p>NPS: commitment for funding to create Youth Advisory Council to advise on development of Woodson-related interpretive products and services</p> <p>ASALH: no role necessary</p>	<ul style="list-style-type: none"> • Exhibit/Visitor Center with wide appeal to young audiences • National model for exhibit development centered on youth • Young Leaders Advisory Team helps guide future programming
Music-related programs	<ul style="list-style-type: none"> • Engage with Shaw neighborhood creative community 	ASALH	<p>NPS: facilitate availability of the webinar to all park personnel; will be particularly useful during Black History Month</p> <p>ASALH: Coordinate and create Woodson webinars for teachers, churches, and other organizations.</p>	<ul style="list-style-type: none"> • Make Woodson's life and legacy better known throughout the world.
Recognition of competition/ history day winners	<ul style="list-style-type: none"> • Encourage future participation of additional youth • Increase attendance at the site 	None needed	<p>NPS: can take place most easily when home is open to the public</p> <p>ASALH: promote winners through existing media outlets</p>	<ul style="list-style-type: none"> • Bring nationwide awareness of Dr. Woodson's accomplishments and legacy

The Planning Team

The following stakeholders contributed their talent and energy to the planning process:

Association for the Study of African Life and History, Woodson House Committee

Dr. Bettye Gardner*, Emerita, Department of History, Geography and Global Studies, Coppin State University; Chair

Barbara Spencer Dunn*, Commissioner, Maryland Commission on African American History and Culture (MCAAHC) and former Executive Director of Kiamsha; Co-Chair

Dorothy Bailey, Governance Committee Chair, Prince George's County Truth Branch, Maryland

Dr. Thomas Battle, Director Emeritus, Moorland-Spingarn Research Center, Howard University

Dr. Elizabeth Clark-Lewis, Professor of History and Director of the Public History Program, Howard University

Dr. Pero G. Dagbovie, Professor of African American history and Graduate School Associate Dean, Michigan State University

Dr. John E. Fleming, Director Emeritus, Cincinnati Museum Center

Dr. Cheryl Renee Gooch, Dean, College of Arts, Humanities, and Social Sciences, Lincoln University

Dr. Jim C. Harper II, Vice President for Programs, North Carolina Central University

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Dr. Cheryl Laroche, Department of American Studies, University of Maryland

Dr. Lopez Matthews, Digital Production Librarian at Howard University Libraries and Moorland-Spingarn Research Center

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Dr. Alicestyne Turley, Director, Carter G. Woodson Center for Interracial Education and Assistant Professor of African and African American Studies, Berea College

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Melissa Green, Fairfax County Public Schools

Jackie King, Kiamsha Youth Empowerment Organization

Alex Padro, ANC Commissioner, Shaw Neighborhood

Judy Williams*, Church Historian, Shiloh Baptist Church

National Park Service

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Vincent Vaise*, Chief of Visitor Services, National Capital Parks-East

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