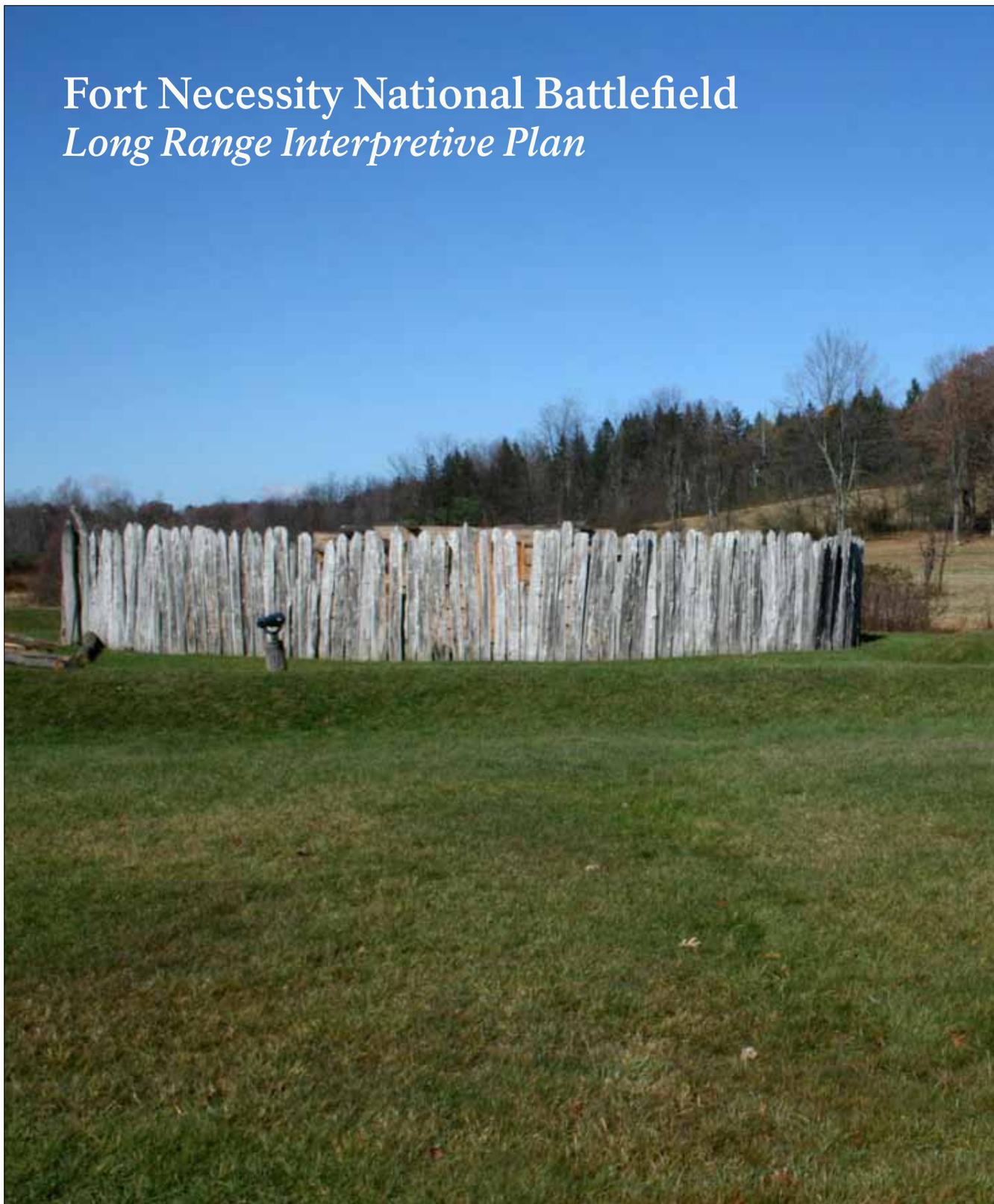




# Fort Necessity National Battlefield

## *Long Range Interpretive Plan*





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## *Long Range Interpretive Plan*

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## **Message from the Superintendent**

Fort Necessity National Battlefield has witnessed major changes in the last five years, including the commemoration of the 250th Anniversary of the battle in 2004, the completion of the Interpretive and Education Center in 2005, and traffic flow improvements and a new entrance road as part of the implementation of the General Management Plan.

The Interpretive Center provides a major new facility and improved visitor services. It offers a unique opportunity to learn about “The War That Made America,” revitalizing America’s only national park dedicated to the history of the French and Indian War and the National Road. The Long Range Interpretive Plan process assesses where we are and where we hope to be in the near future. Part One of this document defines the new park themes, describes desired visitor experiences, lists issues and challenges, and identifies the park’s audience. Part Two describes the Battlefield and its associated sites. Part 3 of the document lists specific actions the park will take to meet our vision for the future of interpretation and visitor services.

Fort Necessity is supported through partnerships with many local organizations. The park’s interpretive staff engaged hundreds of park staff and partners throughout the planning process. This collaborative effort produced a comprehensive and inclusive look at how we will interpret the early history of our nation for hundreds of thousands of park visitors in the future. I hope you will take time to review this important plan.

Joanne Hanley  
Superintendent, Fort Necessity National Battlefield



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## Introduction

Fort Necessity National Battlefield marks the beginning of the American experience. There, in the Great Meadows, a young, untested British officer and his troops fought a losing battle against French forces and started a war that would realign the global balance of power and set the stage for the American Revolution.

The Long Range Interpretive Plan provides a fresh look at the significance of this important American landmark. It assesses the site's themes, and the ways in which those themes are communicated to diverse audiences. It provides direction for the future, laying out the specific, practical actions that will help interpretive programs at Fort Necessity remain relevant and appropriate as management and staff look ahead. It ensures that visitors to the site, both actual and virtual, will have many diverse opportunities to connect with the meanings that are inherent in the resource.

The planning process engaged not just interpretive staff, but also a wide array of partners, stakeholders, consultants and representatives of other park divisions. The plan is a collaborative effort, intended to produce a comprehensive and inclusive look at the way we interpret this vital period of America's beginnings.

## Comprehensive Interpretive Planning

The National Park Service (NPS) has adopted a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal interpretive services, and education programs. The Comprehensive Interpretive Plan (CIP) is the basic planning document for interpretation and was

formally adopted as part of NPS guidelines in 1995. Responsibility for creating the CIP lies with each park's superintendent.

### *What is a Comprehensive Interpretive Plan?*

The CIP process helps parks make choices. It provides guidance to park staff: it helps them clarify their objectives, identify their audiences, and choose the best mix of media and personal services to use to convey park themes.

Although the CIP as defined in Director's Order 6 is composed of specific elements, good planning is customized to meet each park's needs and situation. The CIP is not a recipe. Rather, it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPs have three components: the Long Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).

### *What is a Long Range Interpretive Plan?*

The heart of the CIP is the Long Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (5-7 year) interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals.

### *The Annual Implementation Plan and Interpretive Database*

The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in

the Annual Implementation Plan (AIP, the second component of the CIP). Creating a series of these AIPs that implement the actions outlined in the LRIP simplifies the park's annual planning process. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories that document the LRIP's ongoing progress.

### **Purpose & Mission**

*This section presents a brief narrative of the legislated purpose of the park.*

The purpose of Fort Necessity National Battlefield is to commemorate the Fort Necessity campaign, Braddock's campaign, and George Washington's early military career, and to protect associated resources. Located in Farmington in Pennsylvania's Laurel Highlands, Fort Necessity National Battlefield is the only National Park site dedicated to commemorating the French and Indian War.

The mission of Fort Necessity National Battlefield is to preserve and maintain both the natural and cultural resources of the Battlefield and to interpret these resources to the visiting public as well as the scientific and scholarly community. The National Park Service, in cooperation with its partners, extends the benefit of natural and cultural resource conservation and outdoor recreation throughout Southwest Pennsylvania.

The mission statement of the National Park Service at Fort Necessity National Battlefield is an outgrowth of the park's legislated mandate found in the 1931 Act of Congress (46 STAT 1522), directing the

National Park Service to commemorate the Battle of Fort Necessity.

Today, the park consists of a reconstructed Fort Necessity including the surrounding battlefield earthworks; Jumonville Glen (the site of the critical preliminary skirmish); General Braddock's grave, and traces of Braddock's road.

### **A Vision For Interpretation**

The following vision statement guides interpretation at Fort Necessity:

*"Through the implementation of a comprehensive and effective long range interpretive plan, Fort Necessity National Battlefield will provide interpretive services that ensure park visitors, educational groups and local residents are able to appreciate, understand and enjoy the cultural and natural resources of the park and actively contribute towards stewardship of these resources."*

### **Management Goals**

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

Management goals at Fort Necessity are:

- **Protect Park Resources**

Natural and cultural resources and associated values are protected, restored, and maintained in good condition and managed within their broader ecosystem and cultural context.

- All interpretive programming and non-personal services include preservation and stewardship

messages. Programs are designed to have the minimum impact on park resources.

- **Provide for Visitor and Employee Safety**

Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

- All daily programs and special events are planned and conducted in such a way as to insure visitor and employee safety.

- **Provide for Visitor Enjoyment**

Park visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

- Park visitor centers are open and operated by NPS staff, interns and volunteers seven days per week year-round.
- Interpretive staff and volunteers conduct interpretive programs including talks, tours and demonstrations on and offsite.
- Interpretation presents curriculum based programs for schools, scouts and adult groups.
- Staff presents historic weapons demonstrations for general public and school students.
- Conduct teacher in-service training for teachers attaining continuing education credits. This training helps teachers prepare students for visits to the park and provides teachers with resources to tell the park stories in the classroom.



**Above: "Soldier Life" is among Fort Necessity's most popular programs.**

- Plan and implement the following special events, including but not limited to George Washington Art Contest, Pike Days, Jumonville Anniversary, July 3 Memorial, Braddock Memorial, British and French Encampments, American Indian Encampment, AG Band Concert, and Festifall at FRHI.
- Develop engaging and compelling new events.
- Evaluate interpretive operations by auditing programs and participating in NPS visitor surveys each July. Use responses to audits and surveys to improve programs.
- Adopt a program of evaluation to improve interpretation and education programs, as recommended by NPS's Interpretation and Education Renaissance Action Plan, 2007.
- Maintain existing media and improve interpretive media to meet twenty-first century standards.
- Encourage and adopt innovation in interpretive and educational technology.

- Design interpretation and education programs to serve all Americans (multiple points of view), while retaining historical and scholarly integrity.
- **Ensure Organizational Effectiveness**  
The National Park Service uses current management practices, systems, and technologies to accomplish its mission.
  - Interpretive Division staff participates in training to develop, maintain and enhance skills.
  - Distribute visitor surveys.

(improve training of volunteers), as recommended by NPS's Interpretation and Education Renaissance Action Plan, 2007.

- Strengthen and preserve natural and cultural resources and enhance recreational opportunities managed by partners
  - Park staff will work with park partners to promote interpretive program goals.
  - Enable partners to effectively support the mission, as recommended by NPS's Interpretation and Education Renaissance Action Plan, 2007.
  - Encourage partner sponsored programs.

Below: students listen to a Fort Necessity reenactor.



- Recruit, train and supervise volunteers. Volunteers staff visitor centers, conducting tours, presenting programs and assist with special events.
- Provide staffing and resources necessary to achieve program standards, as recommended by NPS's Interpretation and Education Renaissance Action Plan, 2007.
- Expand interpretation and education partner training

### Connecting People To Parks

Connecting People to Parks (2005) is the Northeast Region (NER) interpretation and education strategy. It outlines the most important actions to be taken in order to address the challenges parks face and maintain NER's commitment to excellence in visitor services.

The park's Comprehensive Interpretive Plan will support and implement these eight goals:

#### GOAL 1

##### Connect People to America's Stories:

Each park provides opportunities for all people to experience authentic, tangible resources that help them understand and draw inspiration from larger meanings, concepts, themes, and stories about our natural world and cultural heritage.

GOAL 2

**Use a Business Approach to Enhance Financial Means and Capacity:** Parks develop and adopt best business practices to leverage NPS resources and to ensure the implementation of interpretive and educational opportunities for all people.

GOAL 3

**Evaluate and Identify Best Practices:**

To achieve the best practices in Interpretation and Education, each park fosters a culture that uses relevant social science techniques to continuously develop, assess, and improve visitor experiences.

GOAL 4

**Collaborate with Others:** Each park connects to the National Park System and seeks opportunities to link themes and build relationships with parks and partners locally, nationally, and globally.

GOAL 5

**Connect People to Places through**

**Technology:** Each park integrates established and emerging technologies to enhance interpretive and education programs to reach new audiences.

GOAL 6

**Open New Doors to Learning:** Parks provide meaningful and relevant resource-based opportunities for life-long learning for diverse audiences, particularly for cultural minorities and populations who have felt excluded from parks.

Schools, colleges, civic and academic institutions, organizations, and life-long learners recognize and use parks as dynamic classrooms to enhance learning, to engage in civic dialogue, and to transform their interests into personal action.

GOAL 7

**Invest in Students and Educators:** Parks offer curriculum-based education programs for students of all ages, especially school-age students, so that children have quality educational “park experiences” during their elementary and high school years.

GOAL 8

**Foster America’s Best Interpreters and Educators:** Interpreters at all levels seek their own professional development opportunities and execute their responsibilities with innovation and professionalism. NPS managers create a climate conducive to professional growth and learning.

**Accessibility**

*The following Acts and their amendments are the accessibility laws that apply to the federal government:*

The Architectural Barriers Act of 1968 (Public Law 90-480) requires all buildings and facilities built or renovated in whole or in part with Federal funds to be accessible to, and usable by, physically disabled persons. Since 1968, official standards for making buildings accessible have been developed and the U.S. Architectural and Transportation Barriers Compliance Board has been created to monitor and enforce compliance with the law.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), as amended, is more encompassing than the Architectural Barriers Act. While the Architectural Barriers Act requires physical access to buildings and facilities, Section 504 requires program accessibility in all services provided with Federal dollars. The act itself is very brief. It states: “No otherwise

qualified individual with a disability in the United States shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity conducted by Federal Financial Assistance or by any Executive Agency.” Further, National Park Service(NPS) policy mandates that interpretive programming be developed in accordance with NPS Director’s Orders 42, and that interpretive media be developed within the NPS Accessibility Guidelines for Interpretive Media.

### Significance

Significance statements answer these questions: “Why should people visit the Fort? What is special about Fort Necessity? Why should it be preserved?” The mission statement, combined with the significance statements, serve to focus administrative actions on the continuing preservation of this historically important place, the increasing enjoyment of the resource by the visiting public and the imparting of the historical significance of the Fort through National Park Service Interpretive Programs.

*“Significance statements serve to describe what is distinctive about the combined resources of the park, including natural, cultural, inspirational, historical, recreational, and scientific aspects.”*

#### Significance Statements

1. The 1754 Battle of Fort Necessity occurring in the Great Meadows shattered a fragile peace existing between principal Western European empires, catapulting the world into a brutal, definitive war that reconfigured the global balance of power and set the stage for the American Revolution.

2. The road built by Braddock’s army during its campaign in present-day Western Pennsylvania played an important role in the British conquest of North America, setting the stage for later western expansion.
3. Fort Necessity National Battlefield interprets the clash of cultures, individual interests and conflicting visions existing in the Ohio River Valley of the 1700s by presenting multiple viewpoints, including those of the American Indian, French, and British participants.
4. At Fort Necessity and throughout the French and Indian War, a young George Washington learned valuable lessons that helped create the leader who guided the Continental Army to victory over British forces during the American Revolution, and helped to guide the country through its formative years.
5. The National Road, the first federally-funded highway in America, spurred westward expansion and the growth of commerce in the young republic. It passes through the park today as US Route 40.
6. The Mount Washington Tavern, located on the National Road, was a stagecoach stop, where travelers and local residents not only rested, dined, and sought strong drink, but also engaged in political and social discourse. The tavern is one of the few remaining stagecoach stops along the National Road that is restored and open to the public.
7. The geographical and natural features of the site greatly impacted the events at Great Meadows, Jumonville Glen

and the cultural landscape of the area during the French & Indian War.

8. The history of Fort Necessity National Battlefield, including its establishment, development and continuing preservation, has involved many private individuals and diverse public organizations, including, but not limited to:

- Farmer/owner Fazenbaker, who originally preserved the site in the 1820's.
- Department of War (now the Department of Defense)
- Local partners
- Civilian Conservation Corps
- Pennsylvania State Parks
- Pennsylvania Department of Forests and Waters (when Fort Necessity was a state park)
- National Park Service

9. The cultural, geographical, natural, and archeological features of Fort Necessity retain a discernable level of historical integrity, providing an opportunity for further study and reflection by both professionals and visitors alike.

### Primary Interpretive Themes

*Primary interpretive themes embody the most important ideas or concepts communicated to the public about a park. They convey the significance of the resource, and highlight the links between tangible elements, intangible meanings, and universal concepts that are inherent in the park's*

*resources. The themes connect those resources to larger processes, systems, ideas, and values. They define the core content of the educational messages the park offers, and serve as the building blocks upon which interpretive services and educational programs are based.*

The primary interpretive themes at Fort Necessity are:

1. The Battle of Fort Necessity at Great Meadows shattered a fragile peace existing between the principal Western European empires, catapulting the world into a brutal, definitive war that reconfigured the global balance of power and set the stage for the American Revolution.
  - *Subtheme:* Competing imperial European powers struggled for control of North America in order to broaden their economies and extend influence, escalating tensions and generating the aggression that shattered a fragile world peace.
2. The various, distinct and diverse American Indian Nations that participated directly or indirectly in the French and Indian War emerged at the war's conclusion to find their previous ways of life dramatically altered.
  - *Subtheme:* American Indian groups' continuous contact with Europeans impacted their cultural identities in many ways, presenting both benefits and tremendous costs.
  - *Subtheme:* American Indians' continuous contact with Europeans resulted in increased dependence on European technology and goods, influencing their political and social

alliances.

3. George Washington’s defeat at the battle of Fort Necessity, and his experience commanding the men who fought there, taught the untested, ambitious young soldier lessons that helped forge is character and skill as a leader.

- *Subtheme:* George Washington’s many influences in his early life helped develop his character, including family, education and class.
- *Subtheme:* George Washington’s lessons during the French and Indian War included experience in diplomacy and leadership that strengthened his ability to direct the course of the Continental Army during the American Revolution.

4. The National Road was a crucial corridor of commerce and ideas, where travelers and residents

converged at stopping points like the Mount Washington Tavern. The National Road united the young republic, was the first federally funded highway, and is the present US Route 40.

- *Subtheme:* The National Road served as a conduit for spreading ideas, fostering debate about the role of government in society, and contributing to the development of a national identity.

- *Subtheme:* Legislation for and funding of the National Road in 1805 serves as an example of the struggle of the new nation to define the bounds of the constitution and the authority of the federal government.

5. The various features (cultural, geographical, natural, and archaeological) at Fort Necessity retain a discernable level of historical integrity, providing the opportunity for further study by professionals and reflection by visitors.

- *Subtheme:* Archeology conducted on the site by J.C. Harrington in the 1950s is significant in that it was among the first excavations to combine research into historical records with findings from the dig.

*“Visitors who experience parks seek something of personal value and relevance.*

*Visitor experience goals describe what physical, intellectual, sensory, and emotional experiences should be available to them. They describe what visitors might do, feel, think, and learn, all of which include the power to impact not just knowledge, but attitudes, behavior, and values.”*

### Visitor Experience Goals

*Visitor experience goals describe opportunities for the public to experience the resource in various ways. They suggest how interpretation may change the way the public thinks, feels, or acts as a result of the park experience.*

Visitor experience goals at Fort Necessity National Battlefield include:

#### *General goals*

Provide opportunities for visitors to find the relevance in the park story through multiple perspectives and multiple stories.

- Provide a variety of interesting and engaging interpretive options so that patrons are able to connect personally with park resources and stories.

- Engage youth through educational programming and service-learning opportunities designed to foster stewardship and promote careers for the National Park Service.

*Theme/content goals*

Provide patron with opportunities to learn about and participate in preserving and protecting park resources.

- Provide historically and scientifically accurate stories in a variety of ways to create visitor understanding and human connections.

*Wayfinding & orientation goals*

Provide patron with different options for gathering information about the site so they can make informed choices to explore park stories and other regional attractions.

**Issues And Influences Affecting Interpretation**

This section includes long-range service-wide initiatives, influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education. Collectively, it reflects the perspectives of NPS upper management, Fort Necessity staff members, and the site’s group of stakeholders.

*Service-wide Initiatives*

**NATIONAL PARK CENTENNIAL CHALLENGE**

The Centennial Challenge Initiative announced by Secretary Dick Kempthorne, Director Mary Bomar and President George W. Bush in 2006 is a major boost to help ready the National Park System for its 100th Anniversary in 2016. This is a multifaceted approach, with public and private funding, to:

- engage all Americans in preserving our heritage,
- connect them with their parks with a special emphasis on linking children to nature, history and park resources, and to
- strengthen park operations and keep them sustainable in the next 100 years.

The Challenge has three components, bringing \$3 billion in additional support to the parks over the next 10 years:

- A *Centennial Commitment* of \$1 billion in \$100 million per year appropriations for new park operational increases to restore needed seasonal staff and make needed improvements in parks and programs.
- A *Centennial Challenge* of \$1 billion in \$100 million per year appropriations for signature projects and programs in parks to match philanthropic support.
- A *Centennial Match* of \$1 billion to be raised through matching philanthropic contributions by our nonprofit park partners for park projects and programs.

The Centennial Challenge Initiative is a partnership between the Federal Government and all park partners and the people of America to realize the potential of the National Park System. It will offer great potential for partnerships and elevate the visibility and position of park philanthropy in the United States. For more information on the Centennial Challenge Initiative, visit <http://www.nps.gov/2016>.

**ENGAGING AMERICA’S YOUTH 2009**

Fort Necessity National Battlefield will develop a strategy for engaging youth.

The strategy includes the following action steps:

**Data gathering and assessment:**

- Inventory existing park projects that have a youth component; evaluate the projects; examine methods to further develop projects utilizing youth.

**Capacity building:**

- Train and educate staff on various aspects of engaging youth, including strategies for whom to partner with, what potential projects exist, how to identify youth-oriented projects, and tools and skills to enable staff to undertake such projects.
- Encourage staff to participate and attend conferences and trainings to network and learn more about potential partners. Identify and promote conferences/workshops that have youth components for staff to attend to network and learn more about potential partners.

**Projects:**

- Increase the number of projects in the park that will utilize youth as volunteers, interns, and employees by matching park needs with multiple youth fund sources in the service.
- Measure: Annually, 20% of projects selected will have a youth component.

**Building and sustaining relationships with youth partners:**

- Identify and develop relationships with national youth partners (Girl Scouts, Earth Force, Children and Nature Network), regional partners

(NPS Youth Programs Coordinator) and local partners (school programs, summer programs, camps, after-school programs, 4-H, and universities).

**Communication:**

Provide a forum of communication for park staff to exchange and discuss projects and ideas regarding youth in projects. Include youth partners in the discussion.

**Supporting activities from NPS’s Washington office (WASO) and engaging youth team:**

- Use the existing WASO project database to identify and describe projects that have included youth partners/participation over the past five years.
- Analyze the type of work done with youth projects in the past including the type of project, role of park staff, role of partner, and successes/challenges.
- Identify how future project needs in the park can be accomplished with the assistance of youth volunteers and employees after analyzing multiple methods of engaging youth.

**NPS Interpretation and Education Renaissance Action Plan**

The National Park Service’s Interpretation and Education Renaissance Action Plan (Fall 2006) has put forth the following findings and strategic recommendations that are intended to guide interpretation at all parks, service-wide.

- Develop core operating standards and measures for delivering quality interpretation and education programs. Impact

at Fort Necessity: Interpreters should expect to work within a framework that provides standards for and measures of quality performance.

- Provide staffing and operating resources necessary to achieve program standards. Impact at Fort Necessity: Management will work to provide necessary interpretive resources.
- Expand interpretation and education partner training and credentialing program. Impact at Fort Necessity: Future partners that provide interns and other interpretive support services will also work within a framework that provides standards for and measures of quality performance.
- Adopt a program of evaluation to achieve greater accountability and program improvement in interpretation and education. Impact at Fort Necessity: Visitor feedback and program evaluation will continue to be important factors in developing new interpretive programs.
- Improve interpretive media to meet twenty-first century standards. Impact at Fort Necessity: The Long Range Interpretive Plan will incorporate twenty-first-century media standards.
- Encourage and adopt innovation in interpretive and educational technology. Impact at Fort Necessity: The Long Range Interpretive Plan will incorporate innovative technologies.
- Design interpretation and education programs to serve all. Impact at Fort Necessity: The Long Range Interpretive Plan will provide programs for new, emerging and underserved audiences, using universal design standards.



- Enable interpretation and education partners to effectively support the NPS education mission. Impact at Fort Necessity: Partners will be supported.
- Create and support organizational change. Impact at Fort Necessity: Members of the Core Planning Team, as well as the stakeholders, will be open-minded about the need for—and welcome—organizational change.

*Influences and issues beyond the NPS*

- NPS studies have shown there has been a 15% decrease in visitation to parks in the last 10 years, and especially by people age 45 and under. Most visitors to NPS sites are over 45 years old and do not reflect America’s diverse population.
- The U.S. public is living mostly in suburban and urban areas and becoming increasingly separated from natural landscapes.

**Above: children pose as historic Mount Washington tavernkeepers at the interpretive playground outside Fort Necessity’s Interpretive and Education Center.**

- Children often stay indoors to play with electronic equipment, i.e. videos, computers, etc. rather than explore the natural world.

#### *Influences and issues within the NPS*

- The NPS faces many challenges including the reduction of the workforce serving the visitors.
- There is a need to diversify the park workforce to reflect America's diverse population.
- There are advances in technology that are constantly changing the way Americans communicate. Many national parks are not using up to date technologies due to funding and staffing shortages.
- Budget constraints continue to affect visitor services. Three permanent interpretive ranger positions have been vacated in the last five years and these positions most likely will not be refilled.
- Over half of the annual interpretive programs at FONE are currently being provided by Eastern National contract employees, volunteers and interns. Without volunteers and interns many interpretive programs would not be offered and some sites like the Mount Washington Tavern would not be open to the public on a regular basis. Programs at Jumonville Glen and Braddock's Grave are only offered once or twice a year due to the lack of staff.

#### *Cultural Resource Issues*

- Additional archaeological research is needed throughout the Great Meadow, as well as on Braddock's Road. The NPS has performed archaeology

intermittently, usually in response to a need for building or installation of other built features. Pollen research has been undertaken to help determine the original tree line; this research is guiding current efforts to restore the tree line.

- The addition of a clapboard extension to the Mount Washington Tavern that would house a commercial kitchen, modern bathrooms, and an elevator to improve accessibility to the tavern's ground floor would make it possible for the tavern to be leased to a group who would provide food service. Cultural Resource Management believes that the building's integrity can be maintained, and that it would be important for the tavern to be able to generate a revenue stream that would help increase programming there.

#### *Natural Resource Issues*

- Archaeological research in the Great Meadows would also further the mission of the Natural Resources Division, as it would clear the way for the planting of native hardwood trees that would help restore the treeline that existed in 1754.
- Funding for treeline restoration, as well as for saplings to create a living, wooded screen on the hills above the Great Meadows, would be a welcome step toward restoring the natural and cultural landscapes of the Battlefield.

## The Regional Setting

In 1933, the United States Congress set aside a few acres of land in southwestern Pennsylvania to establish Fort Necessity National Battlefield. In doing so, the government created a national memorial commemorating the opening battle of the French and Indian War. Today, this southwestern Pennsylvania National Park includes just over nine hundred acres that are divided among three main sites: the site of the Fort Necessity battle, the Braddock Road Trace and General Edward Braddock's Burial Site, and Jumonville Glen. Each of these sites centers around a different event, but all participate in a larger story rooted in France's and Britain's eighteenth-century struggle to control the North American continent.

In addition to the story of the French and Indian War, Fort Necessity National Battlefield interprets the history of the National Road, America's first federally funded highway. This road, which ran near the Fort Necessity battlefield, was established by an act of Congress in 1806

tating America's own westward expansion. First introduced to visitors in an exhibition at the Fort Necessity Interpretive and Education Center, the story of the National Road is further developed through guided tours in the restored Mount Washington Tavern, a stagecoach inn built on a rise above the Fort Necessity Battlefield during the early nineteenth century.

Fort Necessity is working in partnership with French and Indian War 250th Incorporated to promote the historic events that took place in southwest Pennsylvania. French and Indian War 250, Inc., is a non-profit organization spearheading the national commemoration of the 250th anniversary of the French and Indian War, which began in 2004 and continues throughout the decade. As an initiative of the Allegheny Conference on Community Development, French and Indian War 250, Inc., is developing and coordinating programs and educational resources to raise awareness of this significant period in American history. For more information, visit [www.frenchandindianwar250.org](http://www.frenchandindianwar250.org).

**Below: Fort Necessity's natural setting.**



linking the Eastern Seaboard with the country's interior. Chiefly a road for east and west commerce, in addition to the regular traffic thousands of families migrated to the West by way of this new road, facili-

### *Landscape*

Fort Necessity National Battlefield is located in southwestern Pennsylvania's Fayette County in the Laurel Highlands, acknowledging the Laurel Ridge of the

Allegheny Mountains, whose wooded slopes shape the picturesque valleys and provide the stunning vistas that entice numerous tourists to the region. Visitors enjoy impressive natural attractions, but the small towns, wayside stops, scenic farms, and other elements that constitute the Laurel Highland's cultural landscape further characterize this area. This cultural landscape embodies the region's distinct customs, but it also documents how this area's rich past has greatly contributed to key chapters of American history.

#### *Accessibility*

While Fort Necessity's rural setting seems far removed from urban development, the battlefield is located only a few minutes from the city of Uniontown, Pennsylvania, in addition to a number of small villages and resorts that offer visitors' needed services. Fort Necessity is also close to major urban centers such as Pittsburgh, Pennsylvania (hour and a half), and Morgantown, West Virginia (forty minutes), and can be easily accessed from major roads such as the Pennsylvania Turnpike, Interstate 79, Interstate 68 and Interstate 70.

All four of these highways pass within twenty to forty-five minutes of Fort Necessity's main units, which themselves are clustered within a few miles of each other along US Route 40.

#### *Climate*

The Laurel Highlands and larger Allegheny region experience warm, humid summers with frequent cloud cover and precipitation. In contrast, winter in the Alleghenies brings cold temperatures and heavy snow that can fall as early as the first of November and in some years continues until the end of April. As a result, many of Fort Necessity's less-accessible units close

during the winter months. The Fort Necessity Interpretive and Education Center, however, welcomes visitors year round.

#### **The Park/Site**

*Fort Necessity, Jumonville Glen, and General Braddock's Grave*

The Battle of Fort Necessity in 1754 began the French and Indian War. It brought British, French, and American Indians together in a fight to control the Ohio River Valley. In a much larger sense, however, this battle and the war it began was a fight for the largely uncharted western wilderness and ultimately for access to and command over the North American continent. While a turning point in national and even international history, the battle was also a key event in the personal life of George Washington. The battle for the fort marked Washington's first battle and the only time he surrendered to enemy troops.

The French and Indian War began in the highly contested Ohio River Valley, which the English saw as necessary to secure for future westward expansion, and the French saw as a vital link between New France and Louisiana. As the war progressed battles were also fought in upstate New York and Canada. Having failed in their efforts to establish a stronghold at the strategically important "forks of the Ohio," where two rivers join to form the Ohio River (modern-day Pittsburgh), English officials sent a young George Washington into this region in the spring of 1754 with a small regiment and a task to build a road that would aid the British efforts to take the Ohio River Valley.

In May of 1754, Washington and his troops reached a large clearing known as the Great Meadows where they found plenty of fresh water and grass for their horses. Shortly after setting up camp in the Great Meadows, however, Washington learned of a group of French soldiers camped nearby. On May 27, 1754, Washington, and 40 soldiers set out to find them. The next morning at an outcropping of rocks in an area today called Jumonville Glen, Washington and his men, along with their American Indian allies, attacked the French soldiers in the glen, and a bloody skirmish ensued. Several weeks later, French troops and Indian warriors returned the challenge by attacking Washington's soldiers, who were encamped in the grassy meadow around a hastily constructed and appropriately christened Fort Necessity. After one day of fighting, Washington abandoned the fort and gave it to the French as part of his surrender. The French proceeded to destroy it.

A year later, Washington returned to the Fort Necessity area with more than 2,400 British troops as part of a military campaign lead by General Edward Braddock, the head of the British Army in America. Braddock intended to wrest the French out of key sites in the Ohio River Valley. Instead his campaign ended with a British defeat and the death of the general himself. Nevertheless, while the British lost both the Battle of Fort Necessity and other conflicts in the area, they eventually won the French and Indian War and subsequently gained control over large swaths of North America. For a time, the British victory over the French during the French and Indian War secured North America for the British. Nevertheless, the French and Indian War led to many of the tensions that resulted in the American Revolution.

### *Mount Washington Tavern*

In the decades following the American Revolution, thousands of individuals left the heavily populated Atlantic Seaboard in search of opportunities in America's newly acquired western territories. Recognizing that good roads were needed to help facilitate trade and continued emigration, many local and national leaders pushed to construct a highway that would connect the East Coast with the expanding frontier. After many debates in Congress, the U.S. Government provided funding in 1811 to create the first section of a national road that began at Cumberland, Maryland, and eventually reached as far as Vandalia, Illinois. In the process, this road became the first federally-funded, multi-state highway in American history.



**Right: Mount Washington Tavern exterior.**

While the National Road featured a Macadam surface over much of its length, travel during this era in even the best circumstances was, more often than not, a slow and uncomfortable experience. However, inns and taverns built at regular intervals along the route provided travelers with welcome comforts during their journey. In the 1830s, Nathaniel Ewing constructed a two-story brick tavern alongside the National Road, named the Mount Washington Tavern, as George Washington once owned the land upon which the tavern was built. James and

Rebecca Sampey purchased the tavern and became the tavern keepers. The Mount Washington Tavern catered primarily to well-paying stagecoach travelers and as such offered much better amenities than many other rest stops along the National Road. Even so, accommodations at the tavern left much to be desired. Cramped rooms, shared beds, cold baths, hurried meals, and general grime and dirt of the road characterized a night at the Mount Washington and other early nineteenth-century taverns.

The Sampeys operated the Mount Washington Tavern until the midpoint of the nineteenth century when the popularization of the railroad resulted in a decline in the National Road's use. In 1856, the Mount Washington Tavern became a private home and served as such until 1932. In that year, the Commonwealth of Pennsylvania acquired the tavern and used the building as a visitor center for Fort Necessity State Park.

#### *Legislation and Preservation History*

During the nineteenth and early twentieth centuries, the meadow in which the Battle of Fort Necessity was fought served primarily as a grazing pasture. Nevertheless, the rise in automobile traffic and growing interest in early American history at the beginning of the twentieth century spurred efforts to preserve Fort Necessity and other sites associated with the nation's Colonial and Federal-era history. Efforts to preserve Fort Necessity came to fruition on March 4, 1931, when Congress designated two acres surrounding the original fort's location as Fort Necessity National Battlefield. In Fort Necessity's enabling legislation (46 stat., 1522), Congress placed the newly created historic site under the control of Gettysburg National Military Park, which itself

was administered by the War Department. The Commonwealth of Pennsylvania contributed to the site's preservation by establishing the 313-acre Fort Necessity State Park that surrounded the federal government's two-acre military park.

The War Department funded a reconstruction of Fort Necessity. The site was dedicated on July 4, 1932—the bicentennial year of George Washington's birth. The very next year, Fort Necessity was placed under the supervision of the National Park Service (NPS), which continues to administer and maintain the site. Civilian Conservation Corps units played a role in developing visitor amenities for the park.

In 1952 and 1953, the NPS conducted archeological digs that helped to uncover key information regarding Fort Necessity's original shape and design. As the evidence suggested that the original fort differed greatly from the War Department's earlier reconstruction, the National Park Service reconstructed Fort Necessity in time for the 1954 commemoration of the battle's two hundredth anniversary.

Preservation and interpretation efforts at Fort Necessity were further enhanced in 1961 when, with Public Law 87-134, Congress approved the addition of 500 acres to the battlefield site. The Commonwealth of Pennsylvania donated much of this land, while other parcels were acquired from private landholders. This addition included the Great Meadows, portions of Braddock's road, twenty-five acres around General Braddock's burial site, and the Mount Washington Tavern. In 1974, the battlefield's landholdings were expanded and in 1978 Jumonville Glen was added. All the additions brought the park's size to 902 acres.



Left: a British flag flies at Fort Necessity.

More recent improvements to Fort Necessity's infrastructure, historic landscape, and visitor interpretation include a new Interpretive and Education Center that opened in 2005, which replaced the park's earlier Mission 66 visitor center. Other recent improvements to the Fort Necessity National Battlefield include the erection of interpretive signs alongside trails, an ongoing restoration of Fort Necessity and the surrounding battlefield landscape, and the construction or improvement of walkways, parking lots, comfort stations, and other facilities throughout the park.

An interpretive playground with four interactive waysides was constructed in 2006 and dedicated in 2007, providing an educational and fun interpretive experience for visitors of all ages.

Fort Necessity National Battlefield is part of a group of five national parks located in western Pennsylvania. This grouping of parks is called the National Parks of Western Pennsylvania and includes Fort Necessity NB, Friendship Hill NHS, Flight

93 National Memorial, Johnstown Flood National Memorial and Allegheny Portage Railroad NHS. All five parks share a single Superintendent, Deputy Superintendent and Administrative Officer. Staff from any of the five parks may be called upon to assist a sister park. Many times throughout the year interpretive division staff at Fort Necessity NB is required to work at Friendship Hill NHS. Occasionally staff is also needed at the other three parks. The Chief of Interpretation and the Education Specialist at Fort Necessity also supervise and coordinate all interpretive and educational programs at Friendship Hill NHS.

#### *Jumonville Glen*

Jumonville Glen was added as a unit of the park in 1978. Since that time, the site has been improved with a large parking lot, comfort station, interpretive signs, and a trail that leads visitors down to the rocky outcrop where Washington's soldiers skirmished with encamped French troops in May of 1754. The site is closed from November to April.

*Braddock's Grave*

When Washington and his troops buried General Braddock on July 13, 1755, they disguised Braddock's grave to prevent it being disturbed by enemy forces. In 1804, Braddock's remains were discovered and moved to a small rise near the original burial site. This new resting place was acknowledged over a century later with a granite monument erected by the Sons of the American Revolution in 1913. In 1961, this burial site along with several surrounding acres was added to Fort Necessity National Battlefield. This site has been improved with walking trails, a parking lot, and interpretive signs. A short segment of Braddock's road is evident nearby.

*Mount Washington Tavern*

In 1932, the Commonwealth of Pennsylvania acquired the Mount Washington Tavern and opened it as the visitor center for Fort Necessity State Park. As noted earlier, the tavern was presented to the National Park Service in 1961, after which it was transformed into a house museum with rooms furnished as they would have been during the heyday of the National Road. Like the other units in Fort Necessity National Battlefield, this site has also been improved with reconstructed out-buildings, a parking lot, and interpretive signs.

**The Audience**

*Visitor Profile*

School groups, bus tour groups, and families make up a large percentage of Fort Necessity's audience. Entrance fee data suggest that 40 percent of this audience come from within Pennsylvania, 20 percent come from Ohio, Michigan, and other Great Lakes states, 20 percent come

from the Northeastern and Southeastern regions, 10 percent from the Southwest, and 10 percent from other locales.

According to a 2005 Travel Overview of leisure travelers, a snapshot of the visitor coming to the Pittsburgh Region (which includes the 3 Laurel Highlands Counties) indicates:

<b>Snapshot of Visitor to Pittsburgh Region</b>	
Median Age:	38
Median Annual HH Income:	\$62,800
Average Length of Stay:	3.7 Days
Main Type of Traveling Party:	Families

According to the information from visitors, it appears that the strongest markets that Fort Necessity draws visitors from include Ohio (Cleveland/Columbus), Pittsburgh, Washington DC, and Baltimore. West Virginia, Michigan, and Toronto are also strong markets for the site.

Most of Fort Necessity's visitors tour the Interpretive and Education Center, the reconstructed Fort Necessity, and Mount Washington Tavern. Some visitors will go to Braddock's Grave, Jumonville Glen, and the park's hiking and picnicking areas. Visitors may also go to (or be coming from) other local attractions such as Fallingwater, Laurel Caverns and Ohiopyle State Park. Fort Necessity's interpretive park staff has observed that many park guests have little knowledge of the French and Indian War or National Road histories upon their arrival and therefore find it difficult to place the events of Fort Necessity within a larger historical context.

According to the Park's Servicewide Interpretive Report for FY 2007, 37,482 visitors accessed the Interpretive and Education Center. Two thousand eight hundred thirty people participated in special events, and 4,179 school children received curriculum-based programming. Another 1,140 school students participated in self-guided tours. The total school visitation in 2007 was 5,319.

### The Interpretive Experience

#### *Before the Visit: the Fort Necessity Website*

Like all other units within the National Park Service, Fort Necessity's website employs the National Park Service's website template. This template emphasizes both site significance and practical site information in an attempt to answer the basic visitor questions "Why should I come?," "How do I get there?," and "What will I see and do once I am there?" In responding to the first question, "Why should I come?," Fort Necessity's homepage prominently features significance statements that summarize the site's importance within the larger histories of the French and Indian War and the National Road. Links near these statements connect to other pages where a more detailed history is available. In response to the subsequent questions "How do I get there?" and "What will I see and do once I'm there?," Fort Necessity's webpage provides information about the park's location, fees, contact information (phone calls and email inquiries are promptly answered), volunteering, and schedule. While Fort Necessity's website offers information about the park hours and special events, it does not provide the times at which the park's daily interpretive programs occur.

While it is especially helpful to those planning trips to Fort Necessity, the park's website does not engage visitors who may only travel to Fort Necessity via the internet—a potentially larger audience of "virtual" visitors than the park is likely to receive by "actual" persons. The website mainly offers pages of posted text, rather than offering podcasts and other forms of multimedia, downloadable curricula and programs, site histories in languages other than English, interactive programs and educational games, and other forms of web-based interpretation.

#### *Marketing Fort Necessity*

Beyond its website, Fort Necessity National Battlefield promotes itself through printed and online state and regional tourist guides and through the publications and internet sites of organizations such as the National Road Heritage Corridor and local and state historical societies. Road signs and brochures placed at area attractions and hotels undoubtedly help to inform many about the park. To date, however, no survey has been conducted that documents how visitors learn about the site or provides more background information about the visitors the site is currently attracting. Such a survey would be helpful in determining effective ways of marketing the park in the future. This would also be in keeping with the tenets of the National Park Service's Interpretation and Education Renaissance program, which call for a culture of evaluation to be created within the National Park Service.

#### *Wayfinding—Maps and Directions*

An area map of the Fort Necessity site with accompanying directions is provided on the Fort Necessity website. While the map and instructions are adequate, other National Park Service sites, such as Death

Valley National Park have placed larger, downloadable park, regional, and state maps on their websites. In addition, Death Valley (and other parks) provides maps linked to direction-finding webpages such as Mapquest by which visitors may obtain specific traveling instructions to and from the park. (Please see (<http://www.nps.gov/>



deva/planyourvisit/maps.htm). The addition of these features to Fort Necessity's website would further facilitate visitor travel.

*Signage*

Approaches to Fort Necessity National Battlefield are satisfactorily marked by standard brown tourist signs on nearby major roads and highways and more specialized National Park Service signs near the entrance to each of the battlefield's units. Such signage would be enhanced on major roads by, among other things, creating and erecting French and Indian markers modeled on those presently used to mark Civil War roads and trails. Regional tourism agencies have proposed a French and Indian War

system of markers but this project has not been funded. French and Indian War 250 produces a brochure with a regional map identifying the locations of the related sites. A travel guide is also being developed.

At present, limited information about the three units that compose Fort Necessity National Battlefield is available at Jumonville Glen, Braddock's Grave, and the Mount Washington Tavern.

*Facilities*

**ACCESS**

Each of Fort Necessity's sites is easily accessible from the road and offer parking for cars, RVs, and buses. Both Fort Necessity's Interpretive and Education Center and Braddock's Grave provide access for visitors with disabilities, but Jumonville Glen is not as easily accessed by those with mobility impairments. Mount Washington Tavern's first floor is accessible, but the second floor is not.

*Interpretation and Visitor Services*

**FORT NECESSITY**

The Fort Necessity Interpretive and Education Center serves as the center of interpretation. As such, this center is open year round and offers the largest number of guest resources. Fort Necessity's visitors are thus best served by coming to this facility before touring other park units. Once inside the center, visitors encounter a large information desk where they may pay park fees, interact with interpretive staff, obtain park maps, brochures, and schedules, and obtain pamphlets advertising other regional attractions. Near this information desk visitors find restrooms, drinking fountains, a bookstore, a multipurpose room, an auditorium where an introductory film is regularly

shown, and the entrance to the park's main exhibition.

Before entering the exhibition, visitors are invited to enter the Interpretive and Education Center's theatre to view *The Road of Necessity*, a nineteen-minute film that highlights Washington's involvement at the battle of Fort Necessity and other French and Indian War events and then continues into the history of the National Road as America's first federally-funded highway. The park's exhibitions continue many of the film's themes by interpreting the history of Fort Necessity, the National Road, and the creation of the Fort Necessity National Battlefield through a combination of objects, models, images, and text panels. As with the film *The Road of Necessity*, the exhibition treats Fort Necessity and the National Road as two separate histories and not as a single, inter-related narrative. Thus, the exhibition in many respects reads as two as opposed to one unified presentation.

The final displays in the Interpretive and Education Center exhibition locate visitors near doors that direct them towards the Great Meadows, where a near-complete replica of Fort Necessity stands today. During the summer months, park interpretive rangers present a variety of interpretive programs in this area. The Great Meadows also features four interpretive signs that highlight the building of Fort Necessity, the British defenses at Fort Necessity, the French attack on the fort, and the surrender negotiations that occurred between both sides. Leading from the Great Meadows area is a trail that takes visitors to the Mount Washington Tavern, as well as a series of longer hiking trails. From the Interpretive and Education Center are drivable roads that take

visitors to the park's picnic grounds and other facilities.

In the past, several visitors have expressed disappointment that there is no concessionaire or even vending machine on site to sell picnic lunches and other snacks.

#### JUMONVILLE GLEN

Jumonville Glen is located fifteen minutes by automobile from the Fort Necessity site, but is set on Jumonville Road, which branches off the main U.S. Route 40. For this reason, Jumonville Glen might be more overlooked by visitors than the other Fort Necessity National Battlefield units that face directly onto U.S. Route 40.

Set to the side of the parking lot is a visitor restroom and a series of interpretive signs explaining the general history of Jumonville Glen. From the parking lot, visitors may take a short hike down a trail through Jumonville Glen that ends at the rocky outcroppings where Washington's troops skirmished with encamped French soldiers in the spring of 1754. This trail features four interpretive signs that relate the events that occurred in the glen and emphasize their impact on American and European history.

#### BRADDOCK'S GRAVE

General Edward Braddock's gravesite consists of a small, grassy park located alongside U.S. Route 40. The grave is positioned on a rise and is topped by the large granite marker erected in honor of General Braddock in 1913.

A short, grassy trail behind Braddock's grave follows a short segment of the original Braddock Trace and ultimately ends at Braddock's initial burial site that is marked by a plaque. Another asphalt

trail leads from the site’s visitor parking lot to the granite monument. An interpretive wayside in the parking lot kiosk introduces the Braddock campaign, a second sign set along this trail explains the importance of the first roads in opening America’s western frontier, and a final sign discusses Braddock’s defeat and burial.

**MOUNT WASHINGTON TAVERN**

As noted, the Mount Washington Tavern is located close to Fort Necessity and is accessible from the Great Meadows by way of a steep trail that leads up the rise upon which the tavern stands. Visitors, however, are encouraged to drive to the tavern and park in the lot located just below the building. From the parking lot, visitors can access the tavern via a flight of steps that lead visitors to the tavern’s front door or via a handicapped accessible path around the building.

Outside the tavern are a variety of interpretive aids including two signs that emphasize the basic history and experience of traveling the National Road, and a nineteenth-century Conestoga-style wagon that once traveled along the National Road. Inside the Mount Washington Tavern are several period rooms. These furnished rooms include a tavern bar, sitting parlor, dining hall, kitchen, and several sleeping chambers.

*Interpretive Tours*

Fort Necessity’s interpretive talks occur principally during the summer months in the park’s Interpretive and Education Center, Great Meadows, and Mount Washington Tavern. These talks are typically presented two to three times a day at set hours advertised at the park’s Interpretive and Education Center. When park staff and funding for seasonal help is

low, such programs are offered on a more restricted basis. The array of Fort Necessity’s interpretive programs illustrates the park’s interest in appealing to a wide range of visitors. Interpretive talks the park has presented or will present in the upcoming season include:

- The **Soldier Life Program** in which costumed park staff presents the story of Fort Necessity from a soldier’s perspective. When staffing permits, an historic black powder musket demonstration follows this program. This demonstration has often proved one of the park’s most popular offerings.
- The **Braddock Road Program** in which a ranger accompanies visitors on a walk of a section of the Braddock Trace.
- A daily **Want-to-Know-More Program** that addresses a variety of topics including “Fort Archeology,” “After 1754,” and “The American Indians and the Seven Years War.”
- Guided tours of the Mount Washington Tavern as park staffing allows.
- **Just Like Great Grandma Used to Make**, a program that explores nineteenth-century cooking, kitchen tools, and foodways in the Mount Washington Tavern kitchen.
- The **Made-in-Pennsylvania Program** that offers a hands-on look at the collection of artifacts in the Mount Washington Tavern with a focus on objects unique to western Pennsylvania.

*Interpretive Media*

In treating French and Indian War history, Fort Necessity National Battlefield’s website, exhibition, signage, visitor film, and interpretive talks particularly

emphasize the role George Washington played in the Jumonville Skirmish, the Battle of Fort Necessity, and later Braddock Road campaign. Likewise, the park's interpretation of the National Road stresses the road's importance in east and west commerce and highlights the experience of traveling the road during the early nineteenth century. In emphasizing these points, Fort Necessity's interpretation plays to the strength of the park's historical sites and resources and remains true to its original charge to commemorate the early events that particularly helped to shape George Washington as a military leader, and America as a nation.

While celebrating national heroes and defining national heritage and identity remains important, interpreting park history thematically will enable Fort Necessity interpretive staff to craft programs that retain traditional elements while emphasizing the role American Indians, women, African Americans, and other marginalized groups played in America's

Colonial and early Federal-era frontier history. Approaching interpretation thematically will also allow interpretive staff to treat the Fort Necessity and National Road stories as dovetailing narratives rooted in commonalities. Specific themes based on topics such as transportation, westward expansion, the construction of empire, and American Indian life could be used in discussing both Fort Necessity and the National Road histories.

### *Outreach*

#### LOCAL COMMUNITY OUTREACH

Fort Necessity's interpretive programs draw large numbers of visitors, but relatively few of these visitors are local community members. Concerts, battle reenactments, and other special programs held to commemorate milestone anniversaries and other important dates have proven effective in attracting visits from nearby residents. Such programs are expensive, however, and thus are held on a limited basis. Nevertheless, Fort Necessity



Left: interior of the Fort Necessity Interpretive and Education Center.

has been able to host several impressive programs over the course of most years. In the upcoming season, Fort Necessity's special programs include events such as:



Above: American Indian Encampment reenactor.

- The National Road Festival at Mount Washington Tavern involves costumed interpretation staff, period-related activities, etc.
- The Jumonville Memorial Program offers visitors an accurate, historical portrayal of dress, customs, manners, and activities of the French and Indian War period.
- The British and French encampment invites French and Indian War reenactment groups to encamp in the Great Meadows, demonstrate the use of black powder muskets, and answer visitors' questions.
- The Battle Anniversary Commemoration Program commemorates the date of the surrender of Fort Necessity.
- The American Indian Encampment presents reenactors as the Lenape and Cherokee war parties of 1757. The reenactors' camp at Fort Necessity National Battlefield is where they

demonstrate native woodland fighting tactics, weapons, trail cooking, and other activities.

As with the park's regularly offered programs, execution of these special programs ultimately depends upon staff funding.

Specialized programs designed for local community groups such as Boy and Girl Scout troops or professional and social organizations have proven both popular and feasible to plan and present. A park visitor study is needed to better identify target audiences and the types of programs these audiences would support. Subsequent development of such programs will undoubtedly help to raise Fort Necessity's local and regional profile and apply the National Park Service Interpretation Renaissance standards to create interpretive programs "with communities and partners rather than for them."

#### STUDENT OUTREACH

Presently, many of Fort Necessity's student outreach efforts focus on elementary-age students, although the park also offers programs for preschool, junior high, high school, and college students. Such efforts include interpreted tours of the park's historic resources and interactive programs designed to engage students through interactive demonstrations and hands-on activities. To accompany these programs, Fort Necessity's interpretive staff has created a thoughtful fourth-through-sixth-grade *Teacher's Education Kit: The French and Indian War 1754-1763* and a third grade *Teacher's Guide: Traveling the National Road*. These materials come with lesson and activity plans, games, maps, reproduction artifacts, and other materials designed to correspond in large

part with class fieldtrips to Fort Necessity or other French and Indian or National Road sites. Two of the on-site educational programs are curriculum-based using the NPS standard.

To be defined as a curriculum-based educational program the programs must: (1) define and accomplish standards required in the curriculum of the schools the Park works with; (2) include teachers from the target grade and subject in the development and testing of the program; (3) include pre/post field lessons and materials connected to the school curriculum; (4) be developmentally appropriate to the target student audience and engage them actively in learning in the park setting; and (5) include the collection of ongoing evaluation data to determine whether the teachers and students are achieving the objectives and having an engaging educational experience. The two curriculum-based programs are *Three Cultures in Conflict at Fort Necessity* for 4th-6th grade students and *Travelers and Workers Along the National Road* for 3rd grade children.

Fort Necessity offers educators its *Teacher's Education Kit: The French and Indian War 1754-1763* for a fee. While this fee is reasonable, developing additional free, internet-accessible curriculum plans would provide educators across the country with better access to Fort Necessity-related historic interpretation. The Teacher's Guide *Traveling the National Road* is mailed to any teacher that requests it for free. A shorter version of this teacher's guide is available on the internet.

#### FORT NECESSITY BOOKSTORE

Like all National Park Service bookstores, Fort Necessity is required to sell only items

that reinforce some aspect of park or National Park Service history and that are accompanied with an interpretive message. Much of the bookstore space is dedicated to videos and books on Fort Necessity, the French and Indian War, George Washington, the National Road, National Parks, and other topics. Souvenirs and collectibles such as American Flags, glassware, facsimiles of historic documents, and National Park games are also available for purchase.

#### Personnel

##### INTERPRETATION DIVISION STAFF

Interpretive division staff members, interns, and park volunteers operate the Fort Necessity Interpretive and Education Center and provide tours of three historic sites/structures on a daily basis. Five interpretive staff members conduct education programs. Most years, Fort Necessity is able to hire part time education program seasonal employees under contract (2-3 per season) to assist with school groups.

While visitor interpretation is the obvious primary duty of Fort Necessity's interpretation staff, other tasks are divided among staff members. Such tasks include:

- Fee Collection Program Management
- Marketing and Outreach
- Staffing Friendship Hill NHS two days per week April – October
- Participating in details to other parks and firefighting during the summer
- Coordinating education programs
- Managing the park book store
- Supervising seasonal, intern, contract employee and volunteer activities

- Conducting visitor surveys
- Maintaining park audio-visual equipment
- Maintaining and organizing park libraries
- Composing monthly visitation statistics
- Processing special use permits

#### VOLUNTEERS

Like other National Park Service sites, Fort Necessity depends upon volunteers to facilitate its operations and programs. In 2007, Fort Necessity benefited from the efforts of 247 volunteers who contributed 9500 hours of work on tasks involving park interpretation, resource maintenance, and secretarial duties, among others. Many of Fort Necessity's present volunteers offered their services to the park directly or have become associated with the park through local organizations and clubs whose services are needed by the park at a particular time (for example, gardening club members would be called

upon to assist in the park's invasive species abatement program). By engaging directly with local community members through programming and other means, Fort Necessity will be able to promote its volunteer opportunities broadly and more easily locate qualified individuals to fill the park's volunteer positions.

#### *Interpretive Resources* LIBRARY

Fort Necessity maintains a considerable in-house library that contains select primary documents as well as a large number of secondary publications relating to the French & Indian War, National Road, natural resource protection, cultural history, and federal regulations. The library is primarily used by park staff, but outside researchers are also welcome to do on-site research at the park.

#### CULTURAL RESOURCES

Fort Necessity's museum collection contains a number of items that have been donated or purchased by the park, or that have been uncovered in park archeological digs and other like projects. Significant pieces in this collection have been incorporated into Fort Necessity's Interpretive and Education Center or Mount Washington Tavern exhibitions and displays, while park staff utilizes other items from the collection in interpretive programs.

The collection consists mainly of the following categories:

- Original posts used to create the stockade/fort
- Civilian Conservation Corps camp items, including a uniform

**Right: a ranger gives a guided tour of Fort Necessity to visitors.**



- Musket balls from the Fort Necessity battleground
- Cannon balls from Braddock's campaign
- Various bits of hardware
- 2 muskets dating to the 1750s (these may soon be displayed in the VC exhibit)
- National Road materials
- Commemorative materials for various celebrations of the battlefield
- Props for the movie "The War for Empire"
- Archeological materials excavated by J.C. Harrington in the 1950s. Harrington's original notebooks are at Valley Forge NP, and may be available to Fort Necessity.
- Posts from War Department era
- The collection contains little original American Indian material.

The top priority for Park cultural resources is conducting additional archeological research. The NPS has performed archeology intermittently, usually in response to a need for building or installation of other built features. Pollen research has been undertaken to help determine the original treeline; this research is guiding current efforts to restore the treeline. More archaeological research is needed throughout the Great Meadows, as well as on Braddock's road.

The fact that Mount Washington Tavern is not included in Fort Necessity's enabling legislation has not prevented it from receiving about \$250,000 worth of restoration work in recent years.

The addition of a clapboarded extension to the tavern to house a commercial kitchen, modern bathrooms, and an elevator to improve accessibility to the tavern's ground floor would make it possible for the tavern to be leased to a group who would provide food service, generating a revenue stream while continuing to maintain the building's integrity.

The Cultural Resources Division mainly connects with Interpretation when an exhibit is being planned, but the Division also arranges to borrow materials for interpretation programs when needed (and also makes loans to other institutions).

Volunteers for the Cultural Resources Division perform minor conservation work, help conduct the annual park inventory, and catalog archeological materials.

## Natural Resources

The Natural Resources Division's responsibilities include inventorying natural resources and monitoring their status over time. These resources include the air, water, scenery, and animal and plant life of the park.

The Natural Resources Division identifies the following priorities:

1. Restore the landscape as closely as possible to what it was at the time of the French and Indian War. This would mean restoring the meadow's original tree line, and replanting hillsides with saplings that would eventually recreate the wooded hills reminiscent of those that existed at the time of the French and Indian War. Restoration would also address

the natural hydrology of the Great Meadows: years of use, including farming, have altered hydrological patterns, including drainage through the area, replacing the shallow, meandering, flood-prone wetlands that George Washington encountered. Restoration of the natural hydrology of the Great Meadows would help restore the historical landscape, and, incidentally, help control some invasive plant species. Research in historical literature and maps, as well as pollen analysis of soil samples provide guidance on historic conditions of the land that is now the park.

2. Exotic plants that do not belong are a form of pollution, and their eradication is a high priority for Natural Resources. Volunteers participate in the annual Weed Whack program, which within the Great Meadows focuses on the eradication of an aggressive invasion of Morrow's honeysuckle.

A study undertaken by a team from West Virginia University, a member of the Great Lakes/Northern Forest Cooperative Ecosystem Studies Unit, and Fort Necessity NB staff documented existing conditions, developed and tested a honeysuckle control strategy, and developed a habitat management plan to protect the American woodcock.

The honeysuckle, like other exotic plant species, inhibits native forest regeneration and decreases native plant and animal diversity. Due to the physical structure of the shrub honeysuckle, nesting predation on shrubland birds is having an impact, especially on the area's breeding population of

American woodcocks. In addition, native plants provide more complete nutrition to breeding and migrating bird species. A native plant of Asia, Morrow's honeysuckle has no natural insect predators. Earthworms, a prime element of the American woodcock's diet, are either non-existent or exist in extremely low numbers beneath the exotic shrub. Programs like the annual Weed Whack engage community residents in an interpretation-centered program that educates about invasive species, and enlists participants to help with eradication.

3. Plant habitat that will attract native wildlife species like those that lived in the meadow in 1754.
4. Conduct the archaeological research that would permit planting of native hardwood trees in Great Meadows in order to restore the treeline to its historic shape and scope. During George Washington's time, there were larger trees closer to the fort, and the surrounding hillsides were heavily wooded with (mainly) American chestnut, as well as oaks, maples, and other hardwoods. Pollen research has been undertaken to help determine the original treeline; this research is guiding current efforts to restore it.

The Natural Resources Division provides few interpretation programs directly to the public, but cooperates with Interpretation to provide learning resources for nature-based interpretation programs. Park interpretive and natural resources personnel work together to plan the annual Project Weed Whack, and the Division supports the development of interpretive content related to historic landscape

preservation, control of invasive species, and conservation of natural resources.

#### AIDS TO INTERPRETATION

Fort Necessity maintains an adequate collection of period costumes and props that are used by park staff in interpretive presentations, children's programs, and other activities.

#### TRAINING OPPORTUNITIES

Many of Fort Necessity's interpretation programs require interpreters with unique skill sets to execute. Providing interpretation staff with regular education and training opportunities allows staff members to acquire skills required to plan and present a wide variety of interpretive programs and allows for greater flexibility in serving visitor needs.

**Below: the Laurel Highlands of the Allegheny Mountains surround Fort Necessity.**





## The Planning Process

Under the leadership of Chief of Interpretation and Visitor Services Mary Ellen Snyder, the Long Range Interpretive Plan was developed during a process that began on October 31, 2007. Elements of the process included workshops facilitated by a planning consultant firm, Interpretive Solutions, Inc.; work sessions of the Core Planning Group; and a number of followup phone calls that involved Core Planning Group Members and the planning consultant.

A workshop addressing foundational elements was held November 13-15, 2007. A group of more than 40 stakeholders joined park staff on the first day of the workshop to share their ideas, perspectives, and concerns. The workshop participants addressed site significance and themes, identified audience segments and desired visitor experiences, and discussed issues and influences impacting interpretive programming at the site. This workshop was followed by a public input meeting on March 15, 2008, and an implementation workshop March 18-19. This workshop addressed media choices, interpretive strategies, and ways of evaluating programs. Part 1 of the LRIP, the Foundation for Planning, was circulated to stakeholders early in 2008, and revised in accordance with their comments.

Two special one-day workshops were held in October, 2008, to address particular issues of concern. On October 21, Core Planning Group members and the planning consultant met to discuss ways of integrating interpretation at Friendship Hill National Historic Site into the plans for Fort Necessity, since both sites share the same interpretive staff and management.

On October 22, the Core Planning Group met with six American Indian consultants, as well as NPS's official ethnographer and tribal liaison for the Northeast Region, all of whom had been invited to contribute their perspectives to Fort Necessity's interpretive plan. The purpose of that workshop was to strengthen interpretation of the American Indian theme, and to make sure that American Indian programming was seamlessly integrated into overall interpretive services on an ongoing basis.

All of these workshops were facilitated by Interpretive Solutions, Inc. In addition, the Core Planning Group met numerous times to identify gaps in existing interpre-



tive programs, and to recommend and prioritize new programs to address the gaps. Finally, a series of teleconferences between the Core Planning Group and the planning consultant helped to finalize priorities and set the stage for the drafting of the LRIP. The Team Draft of the LRIP was circulated for stakeholder review, and the plan was revised and finalized in May, 2009.

**Above: planning session at Fort Necessity.**

## Needs And Priorities in Support of Interpretation

Through the planning process, the Core Planning Group was able to identify a number of needs and priorities that would support and enhance interpretive services at Fort Necessity in the next five to seven years. These were expressed as program needs.

### *Identity, Orientation and Wayfinding*

There is a need for pre-visit orientation materials for teachers that include a printed map and information about the layout of the site. The material must include an approved evacuation plan to be implemented in the event of incidents or inclement weather.

There is a need for visitors to understand that Fort Necessity National Battlefield is a national park.

### *School Programs*

There is a need for cross-curriculum programming for school groups. All new educational materials developed for school groups at Fort Necessity should incorporate reading, math, and language arts.

### *Youth Engagement*

There is a need to explore, expand and enhance youth programs. All new programs need to be developed with the youth audience in mind. Programs need to be engaging, using technology that encourages youth to be involved at all levels including but not limited to website development, social networking media, podcasts, blogging, etc. Opportunities for youth employment and volunteerism need to be identified and implemented. On-going activities with high school students completing senior projects, internships, summer jobs, and college intern programs need to be funded. Through this effort the

park staff will strive to work to develop young leaders and build a future NPS workforce.

In FY09, for example, one seasonal ranger will spend the summer at Friendship Hill, and four at Fort Necessity. A Student Conservation Association cultural diversity intern (a young Native American woman from Montana), and four unpaid interns from regional colleges will provide interpretive services. Four of these positions were paid for with Centennial Challenge funding. In addition, six local high school students will intern parttime over the summer. All of these personnel are members of the target age group: all together, the two Parks will have a total of twelve people under thirty working during the summer. The Chief of Interpretation will meet with these young people at least once a month during the summer for a roundtable discussion to get feedback from them about Park operations and how programs can be made more youth-friendly.

### *Partnerships*

There is a need to form new partnerships to help meet program goals. A Friends group for Fort Necessity would benefit the park through program support and volunteerism, advocacy, education, outreach, and community liaison, addressing needs that would otherwise be difficult to meet.

### *Multiple Viewpoints*

There is a need to enhance interpretation of additional multiple viewpoints. These include female camp followers of the British Army; African-Americans fighting in the French & Indian War and traveling and driving wagons on and building the National Road; George Washington's "servant;" and the Underground Railroad.

In particular, however, there is a need to strengthen American Indian viewpoints across all programs. American Indian groups must be interpreted as individual cultures, with their own traditions, histories, lifeways, and stories, rather than being “lumped together” as if they shared the same background.

#### *Auxiliary Sites*

There is a need to keep Mt. Washington Tavern open on a regular basis, in order to broaden Fort Necessity’s audience appeal. There is a need for a virtual tour of the Tavern, both for visitors physically unable to ascend the stairs, and to be shown in the Visitor Center when the Tavern is closed to the public.

There is a need for more effective interpretation at Fort Necessity’s “auxiliary” sites—Jumonville Glen and Braddock’s grave.

#### *Staffing and Training*

There is a need for more staff research time to enhance interpretive programming and develop new programs and services.

#### *Technology*

There is a need to integrate more technology into interpretive programs. The website should be dynamic and interactive.

#### *Audience*

There is a need to market Fort Necessity’s programs to a broader range of audiences that is more reflective of the demographics of the site’s potential “visitor shed.”

### **Implementation Plan**

The planning team conducted a careful review of each of Fort Necessity’s five themes to identify any gaps in interpretive services. A careful projection of

interpretive needs for the future resulted in the plans for several new initiatives intended to strengthen and enhance ongoing programs. Based on that review, program plans for the next seven years (through FY15) were created. These are listed below. Please see the Timeline for Implementation that follows the list for information on sequencing and priorities.

#### *Theme Topic: French and Indian War*

The French and Indian War theme is well represented at the main Battlefield site, but interpretive services at Jumonville Glen and Braddock’s Grave need to be strengthened. In addition, newer kinds of media will enhance interpretation of this theme.

- Continue to offer the “Soldier in the Meadow” program.
- Add interpretive programming at Braddock’s Grave/Road.
- Partner with the Natural Resources Division to create cross-disciplinary environmental education programs focused on the F&I War period.
- Continue research that will enhance interpretation of the Fort Necessity story from multiple perspectives, including Frenchmen who fought with George Washington; the role of women, including female camp followers; minorities, including George Washington’s “servant” and African-Americans fighting in the French & Indian War and traveling and driving wagons on and building the National Road; and the Underground Railroad.
- Hire an intern to develop an exhibit-based scavenger hunt targeted specifically to middle school groups.



Above: kitchen and fireplace inside the historic Mount Washington tavern.

- Furnish the fort cabin interior with reproduction items intended to recreate a sense of the period.
- For access via the Fort Necessity website, create virtual tours of Jumonville Glen and Braddock's Grave/Road, as well as a virtual ranger tour of the Visitor Center exhibits.
- Seek funding for and develop a professionally produced virtual tour of Fort Necessity National Battlefield, to be presented on the Fort's website.
- On the site's website, feature an online catalog of library holdings for scholars and other researchers.
- Develop French and Indian War-themed slide shows that can be projected between showings of the orientation film.
- Translate the film narrative into other languages.
- Develop an audio tour to supplement the exhibits in the Visitor Center.
- Create audio interpretation for Jumonville Glen and Braddock's

Grave/Road, the latter in partnership with the Braddock's Road Association.

- Work with a group of students to create a history-based drama as a class project. The dramatization will be made available via cell phone at the Fort, Tavern, National Road, Jumonville Glen and/or Braddock's Road/Grave.
- Offer distance learning on French and Indian War themes.

*Theme Topic: George Washington*

A review of the interpretation of George Washington at the site revealed that, in an effort to make sure all perspectives are represented, the story of Washington had sometimes been minimized.

Significant Washington stories that are site-based include how he came to the frontier as a young, untested military leader, and the ways in which lessons learned on Fort Necessity's unforgiving battleground helped create the effective commander and president that he later became.

Washington-themed programs planned include:

- Develop an adult group tour based on George Washington
- Produce a site bulletin featuring Washington.
- Create a new exhibit centered on a new acquisition: the Bill of Sale for Washington's purchase of the Great Meadows. (Completed in 2008)
- Host an annual art show featuring George Washington-related subject matter

*Theme Topic: American Indians*  
**American Indian Consultation.**

The Long Range Interpretive Planning process served to highlight an important interpretive need at Fort Necessity. In order to strengthen a commitment to interpret the story of the French and Indian War from multiple perspectives, the site committed to a long-term ongoing American Indian Consultation program, to adjustments to existing interpretive media that more fully represent native viewpoints, and to an annual program of exhibits and presentations, developed in partnership with selected affiliated tribes of the Federal government, that would feature the heritage, culture and contemporary life of a single native group each year for at least five consecutive years.

Fort Necessity NB will conduct face-to-face government-to-government consultations with designated representatives of American Indian nations ancestrally affiliated with Fort Necessity lands and history. For a complete listing of these nations, please see Appendix A, *Fort Necessity Affiliated Indian Nations*. In these consultations tribal representatives will identify the religious and cultural significance of any historic properties involved in specific Fort Necessity projects or potentially involved in future projects. Fort Necessity and tribal representatives will work toward entering into agreements that will cover all aspects of tribal participation in the Section 106 process. There are solid legal and operational reasons to engage in one-on-one government-to-government consultations with individual American Indian nations as well as to hold joint meetings with designated representatives of all American Indian nations that have ancestral affiliations with the lands and history of Fort Necessity NB.

It is a goal of the joint multi-Indian nations/NPS meeting to initiate the draft of a comprehensive consultation agreement between the affiliated nations and Fort Necessity National Battlefield. This comprehensive consultation agreement would greatly facilitate future Fort Necessity-American Indian nation consultations.

IN FY2008, Fort Necessity staff partnered with American Indian consultants from the Seneca, Shawnee, Cherokee, Onondaga, Huron and Abenaki to facilitate a Volunteer Training Workshop about Eastern Woodland Indians. This hands-on workshop was made available through a special Volunteer Grant to train volunteers and park staff on how to present interpretive programs on Native American Life Ways. The Native American consultants presented programs on home construction, traditional clothing, food preparation, fire starting, 18th-century fur trade, games, stereotypes and misconceptions. This training taught park staff and volunteers how to present programs in a culturally sensitive manner. This training was also offered to teachers in Pennsylvania for credit. In return, the workshop participants donated another day of volunteering back to the park and demonstrated what they learned in the workshop to visitors. Ninety-two volunteers took part in the workshop. This workshop was a huge success and all of the volunteers were a wonderful asset in conducting these programs throughout the summer. The site received 100% Visitor Satisfaction on its surveys, due, in part, to the success of this program.

Please see Appendix B, *Federal Regulations Regarding American Indian Consultation*, for more information on the context for Native consultation.

Fort Necessity will continue to consult with the American Indian nations ancestrally affiliated with Fort Necessity lands and history to assist in long-range interpretive planning. The LRIP recommends that Fort Necessity offer more programs and exhibits on the American Indian nations that took part in the battle of Fort Necessity and/or lived in the area during the mid-18th century. Due to tribal travel budgets being essentially non-existent, the National Park Service should provide travel and per diem financial support for at least one representative from each of the nations attending.

#### **American Indian-based Interpretation at Fort Necessity**

The French and Indian War can be told from a variety of different viewpoints. The traditional view—once prevalent at Fort Necessity—is that of the British troops led by George Washington. French forces also have a valid claim to the story—they were after all the winners of this first engagement. But more important, native groups not only played highly significant roles in the conflict, but experienced huge cultural shifts as a result. Often in the past, American Indian have been interpreted as if they were a single “nation,” with similar motives, cultures, and lifeways.

Ongoing interpretation at Fort Necessity will address American Indian cultures and their approach to war with Europeans in ways that will help to distinguish them from each other. Many different native groups fought with the British, and many others with the French. Each will be interpreted, not grouped together as “French-affiliated” or “English-affiliated” tribes, but as separate nations, with separate, distinct cultures.

As American Indian programming continues at Fort Necessity, interpretive services will be provided by native interpreters whenever possible. American Indian interpreters need not be official members of affiliated tribes of the Federal government to offer programming. In addition, members of one tribe are welcome to interpret the stories of other tribes, as long as they make clear to the audience their actual tribal affiliation.

The following steps will enhance American Indian-themed interpretive services in coming years:

- Develop an annual “Year of the American Indian Nation.” Each year, the site will partner with the cultural heritage representatives of one of the Federally-affiliated tribes that has an historical connection to Fort Necessity. Programs and a temporary exhibit, developed with the help of tribal representatives, will highlight that tribe’s culture for the period of one year. Planning for the launch of this program will take two years; planning for subsequent partnerships with other tribes will continue going forward. When the program is in full operation, in a given year one tribe’s exhibit and programming will be in place, another’s will be in the planning stages, and preliminary discussions with a third tribe will be progressing.
- Recruit and hire American Indian summer interns.
- The popular fur trade program will be continued, using both native interpreters, and non-native volunteers who have been specifically trained to present the program.

- Replace the existing Visitor Center map entitled “French-affiliated tribes” with one that reflects the diversity and geographical range of the groups that fought with the French.
- Work with local native consultants to upgrade the American Indian figure who introduces the Visitor Center exhibit.
- Provide website links to the official cultural heritage sections of the websites of affiliated tribes.
- Add website links to American Indian topics for general audiences, as well as for teachers.
- Create media that will interpret the complex relationships among the tribes, and between the tribes and Europeans. The causes and consequences of the war, and the strategic decisions made by tribal leaders as they “chose sides” during the conflict, require in-depth exploration.
- Create a program for 7th- and 8th-graders that will provide in-depth perspective on the American Indian nations involved in the French and Indian War, including their material culture, lifeways, and differences.
- Develop a program that compares and contrasts what Indians and Europeans learned from each other.
- Enlist the help of affiliated tribes in incorporating oral traditions of American Indians into interpretive programming to provide both historical and contemporary perspectives.
- Host art shows for regional artists that emphasize American Indian artists and themes.
- Develop continuing education programs for teachers that will help them present American Indian curriculum-related subjects in the classroom.

*Theme Topic: The National Road*

The National Road Heritage Corridor is a valued partner for Fort Necessity. The only National Road feature within the park is the Mt. Washington Tavern. Interpretive services planned for the Tavern include:



**Left: historic items from the Mt. Washington Tavern.**

- Produce a virtual tour of Mt. Washington Tavern for the Fort Necessity website
- Develop the capability to show the virtual tour on site for visitors physically unable to access the second floor.
- Create new audio interpretation for the Tavern.
- Explore participation in developing cell phone tour for National Road (PA segment)
- Retrofit existing “Pretend Voices” as cell phone interpretation for the Tavern.

*Theme Topic:*

*Historical Integrity/Stewardship*

This topic is intended to create an awareness of the importance of caring for heritage resources, and for maintaining their historical integrity.

Programs associated with this theme include:

- Research and develop effective stewardship programs; incorporate the theme into existing programming
- Develop new media program on site archaeology

*Theme Topic: Friendship Hill*

Friendship Hill National Historic Site was not a formal subject of the Long Range Planning initiative for Fort Necessity, but because the two sites share interpretive staff and many related programs, it was necessary to factor in programming at Friendship Hill as part of the plan.

For example, many people are not aware that Albert Gallatin spent much of his retirement as an ethnographer studying American Indian tribes. This creates an opportunity for cross-programming with Fort Necessity, with its strong American Indian themes.

The planning group grappled with ways to make school class visits to Friendship Hill more compelling and relevant. Following models created by other historic houses around the country, planners decided to adopt character-driven interpretation at Gallatin’s former home. Along with this, one parlor will be created as a hands-on immersive environment, where visitors can experience life as it was in Gallatin’s day.

Programs planned for Friendship Hill include:

- Present a program involving two days of hands-on activities centered on American Indian cultures, especially targeted to 12-to 14-year-olds and their families.
- Produce virtual tour of the house and grounds for access via Friendship Hill’s website

- Create a series of modest changing exhibits
- Recreate one parlor room to look as it may have in 1824 when General Lafayette came to visit.
- In another parlor room, create a participatory, hands-on parlor of reproduction objects, where visitors can enter into Gallatin family life in 1825 by sitting in a comfortable chair, reading a newspaper of the time, playing pique, working on creating a rug, or trying on fashions of the day.
- Develop environmental education programs using Friendship Hill’s grounds as the teaching tool.

*Accessibility*

Programs to increase accessibility include:

- Translate brochures and bulletins into other languages
- Translate audio programs into other languages
- Produce virtual tour of Mt. Washington Tavern for those physically unable to access second floor.

**Other programs.** Some programs cut across all themes, or engage particular audiences. These include:

- Distance learning programs
- Speaker series
- Create a “Young Leaders Advisory Council” to solicit programming ideas and recommendations from high school and college-age students. Engage this age group using their familiar communication technologies, including text messaging and Twitter, among others.

- Collaborate with local youth theatre groups to develop a first-person “Moments in Time” dramatic play written and performed by young actors.

## Evaluation Strategy

Program evaluation is increasingly important as a tool to increase the effectiveness of interpretive services. It should never be viewed as a critique, but simply as an opportunity for improvement. Principles of an effective evaluation program include:

- Feedback must be gathered in a systematic way (for example, not just anecdotal).
- Evaluation must examine empirical evidence.
- Evaluation should be planned.
- Evaluation is an ongoing process.
- Use triangulation for effective evaluation: evaluate interpretive services using at least three different modalities to enhance reliability and validity.
  - At least 35% of interpretive services offered should be evaluated annually to ensure validity.
  - In addition, 35% of the number of each individual program under study should be evaluated.
- Evaluation takes time and people.

### *Evaluation at Fort Necessity National Battlefield*

Fort Necessity will continue to evaluate the interpretive programs using a variety of strategies.

Throughout the year, the Chief of Interpretation, the Education Specialist, the Black Powder Program Supervisor, the Eastern National Coordinator, and the Fee Program Coordinator and Park Volunteer/Internship Coordinators perform evaluations of their operations. These evaluations include: auditing and completing performance evaluations of staff that provide services, reviewing reports and record-keeping, and making recommendations to the Chief of Interpretation based on their findings during the evaluation process.

Permanent staff are evaluated three times per year using OPM-approved employee performance evaluation plans and seasonal and Eastern National staff, interns and volunteers are evaluated once per year.

In 2006, Fort Necessity participated in the Northeast Region Assessment Tool Project, which involves a region-wide assessment to evaluate one of the park’s educational programs. The assessment tool was approved by OMB and allowed the Park to collect data from nearly 100 students and four teachers. The data was coded and analyzed, which allowed the park to make necessary adjustments to the educational program. The park staff plans to use this same method to evaluate programs in 2010, 2012, and 2016.

Each year, Fort Necessity participates in the nationwide NPS visitor survey program. Four hundred visitors complete a survey of the Park’s interpretive services. Fort Necessity and Friendship Hill have received ratings ranging from 95% to 100% visitor satisfaction with all services for the last ten years exceeding the national average.

The Park also plans to work in conjunction with a regional college to conduct focus group-type evaluations of the summer interpretive programs.



## Timeline for Implementation

The following timeline recommends a seven-year plan for implementing elements of the LRIP. It focuses in the early part of the plan on high impact/low cost interpretive services, but each year also includes steps toward implementing programs that will require advance planning and new sources of support. The list does not include programs, either personal services or media-based, that are already in place as of this writing; for these, please see the list entitled “Ongoing Programs” that follows the timeline.

**Table 1. Timeline for Implementation: Year 1**

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<b>ONE FY09 (10/08-9/09)</b>	<p>Soldier in the Meadow</p> <p>Begin to recreate fort cabin</p> <p>Audio tour for F&amp;I War exhibits</p>	<p>Fur Trade program</p> <p>NPS Diversity grant to recruit American Indian summer interns (received)</p> <p>Begin planning annual “Year of the American Indian Nation”</p>	<p>Develop GW-theme adult group tour</p> <p>GW site bulletin</p> <p>New exhibit featuring GW Bill of Sale (complete)</p>	<p>Website: virtual tour, Mt. Washington Tavern</p> <p>New audio interp, Mt. Washington Tavern</p> <p>Develop accessible tour via video (on site)</p>		<p>Pilot program: hands-on activities re: Indian cultures for young teens</p> <p>Website: virtual tour of Friendship Hill (house)</p>	<p>Pilot project, Laurel Highland HS: service opportunities</p> <p>Short-term opportunities for class projects, college and HS students</p>

Table 2. Timeline for Implementation: Year 2

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<p><b>TWO</b></p> <p><b>FY10</b></p> <p><b>(10/09- 9/10)</b></p>	<p>Intern to develop exhibit-based scavenger hunt; middle school groups</p> <p>Seek PMIS funding to complete recreation of fort cabin.</p> <p>Website: Virtual tour of Jumonville Glen</p>	<p>Replace map of French-affiliated Indian tribes in VC exhibit</p> <p>Planning for next year's "Year of the American Indian Nation"</p> <p>Begin contact with featured American Indian Nation for FY 12</p> <p>Website links to official cultural heritage sections of the websites of 2-3 affiliated tribes</p> <p>Seek foundation support: media for in-depth interp of complex issues/tribes [link to CRPP project]</p> <p>7th/8th grade prog: in-depth perspective on AI nations involved in the F&amp;I War</p> <p>Submit proposal to fund required consultation with affiliated American Indian nations</p>	<p>Promote and present GW-themed adult group tours</p>	<p>Website: virtual tour, Mt. Washington Tavern</p> <p>New audio interp, Mt. Washington Tavern</p> <p>Develop accessible tour via video (on site)</p>	<p>Research effective programs that promote stewardship; evaluate &amp; plan for development</p>	<p>Create capacity to install modest changing exhibits</p> <p>Create "participatory, hands-on" parlor of reproduction objects</p> <p>7th/8th grade prog: in-depth perspective on AI nations involved in the F&amp;I War</p>	<p>Develop online Junior Ranger program</p> <p>Seek funding for waysides for CCC structures &amp; camp</p>

Table 3. Timeline for Implementation: Year 3

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<p><b>THREE</b></p> <p><b>FY11</b></p> <p><b>(10/10-9/11)</b></p>	<p>Complete recreation of fort cabin</p> <p>Website: virtual tour of Fort Necessity NB (in-house version); seek funding for professional-level virtual tour</p>	<p>“Makeover” for Indian statue</p> <p>Kickoff “Year of the American Indian Nation”</p> <p>Plan exhibits &amp; programs for next year’s American Indian Nation</p> <p>Begin contact with American Indian Nation for FY 13</p> <p>Website links to official cultural heritage sections of the websites of 2-3 addl. affiliated tribes</p> <p>Add website links to American Indian topics (general audience)</p> <p>Add website links to curriculum-appropriate American Indian links (teachers)</p> <p>Media, in-depth interp of complex issues/tribes [link to CRPP project]</p> <p>Program: compares &amp; contrasts what Indians &amp; Europeans learned from each other</p> <p>Seek funding: incorporate AI oral traditions to provide hist &amp; contemporary perspectives.</p>			<p>Incorporate stewardship themes into on-going programs [interdivisional impact]</p> <p>New programs/ media, site archaeology</p>	<p>Website: virtual tour, Friendship Hill (house &amp; grounds)</p> <p>Research and develop EE programs [interdivisional impact]</p>	<p>Seek funding to translate brochures &amp; site bulletins into other languages</p> <p>Waysides for CCC structures and camp</p>

Table 4. Timeline for Implementation: Year 4

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<b>FOUR FY12 (10/11-9/12)</b>	<p>Professional-level virtual tour of FNNB</p> <p>Add themed slide shows betw showings of orientation film</p> <p>Audio interpreta-tion at Jumonville Glen</p> <p>Additional staffed program-ming, Jumonville Glen</p> <p>Audio interpreta-tion, Braddock's grave/road (with Braddock's Road Assn.)</p> <p>Additional staffed program-ming for Brad-dock's grave/road</p> <p>Enhance access to online library catalog for F&amp;I War scholars</p> <p>Fort Nec-es-sity: Research and develop EE programs [inter-departmental impact]</p>	<p>2nd "Year of the American Indian Nation"</p> <p>Plan for next year's "Year of the American Indian Nation"</p> <p>Begin contact with American Indian Nation for FY 14</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p> <p>Incorporate Al oral traditions to provide hist &amp; contemporary perspectives.</p>			<p>Incorporate stewardship themes into on-going programs [interdivisional impact]</p> <p>New programs/ media, site archaeology</p>		<p>Seek funding for distance learning programs</p> <p>Translate brochures and site bulletins into other languages</p> <p>Reinstitute speaker series to enhance interpretation of site themes</p>

Table 5. Timeline for Implementation: Year 5

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<b>FIVE FY13 (10/12-9/13)</b>	<p>Website: virtual ranger tour, VC exhibit</p> <p>Website: virtual tour, Braddock's Road/Grave</p>	<p>3rd "Year of the American Indian Nation"</p> <p>Plan for next year's "Year of the American Indian Nation"</p> <p>Begin contact with American Indian for FY 15</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p> <p>Host art shows for regional artists, poss. emphasizing AI themes</p>	<p>Host art shows for regional artists, possibly emphasizing GW</p>	<p>Explore potential partners for National Road cell phone tour (PA segment)</p>			<p>Youth Program: text messaging &amp; Twitter</p> <p>Develop distance learning programs</p> <p>Translate audio programs into other languages</p>

Table 6. Timeline for Implementation: Year 6

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<b>SIX</b> <b>FY14</b> <b>(10/13-9/14)</b>	<p>Incorporate new research multiple perspectives</p> <p>Seek funding: translate movie narrative into other languages</p>	<p>4th "Year of the American Indian Nation"</p> <p>If evaluation indicates program should continue: plan for next "Year of the American Indian Nation &amp; begin contact with American Indian Nation for FY 16</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p>	<p>Begin to develop partnership relationship for National Road cell phone tour (PA segment)</p> <p>Retrofit "Pretend Voices:" cell phone interp, Mt. Washington Tavern</p>		<p>Incorporate stewardship themes into on-going programs [interdivisional impact]</p> <p>New programs/ media, site archaeology</p>		

Table 7. Timeline for Implementation: Year 7

Year	French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	Other
<b>SEVEN</b> <b>FY15</b> <b>(10/14-9/15)</b>	<p>Student-created history-based cell phone drama</p> <p>Translate movie narrative into other languages</p> <p>Offer distance learning on F&amp;I War themes</p>	<p>5th “Year of the American Indian Nation”</p> <p>Plan exhibits &amp; programs for next “Year of the American Indian Nation”</p> <p>Begin contact with the American Indian Nation for FY 17</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p> <p>Seek funding for Act 48 (continued for teachers) to train teachers to present AI subjects (as part of CRPP project)</p>		<p>Cell phone interp on PA segment of National Road</p>	<p>Incorporate stewardship themes into on-going programs [interdivisional impact]</p> <p>New programs/ media, site archaeology</p>		<p>First-person “Moments in Time” dramatic play using actors from local youth theatre groups</p>

Table 8. Ongoing Programs

French & Indian War	American Indians	George Washington	National Road	Stewardship/ Historical Integrity	Friendship Hill	All Themes	Evaluation	Other
<p><i>Research:</i> role of minorities, French &amp; women in the Fort Necessity story</p> <p>Collaborative relationships created for F&amp;I 250 continue on informal basis.</p> <p>Interpret specific French individuals who fought with GW</p>	<p>Complexity of &amp; differences among AI cultures emphasized.</p> <p>AI-related special events continue at FY09 level.</p> <p>All programming incorporates perspectives of native people allied with the French, as well as the British.</p> <p>Cross-divisional programming on native use of plants &amp; other natural resource materials</p>	<p><i>Research:</i> GW's black "servant"</p>	<p><i>Research:</i> role of minorities in National Road &amp; Mt. Washington Tavern stories</p> <p>National Road partnership continues</p>	<p>Volunteer opportunities for youth audiences</p> <p>Resource preservation messages incorporated into programming for K-2.</p>	<p>Orientation program: <i>Reflections of Gallatin</i></p> <p>Guided &amp; self-guided house tours</p> <p>Junior Ranger Gallatin exploration program</p> <p>Hands-on activity: <i>Keeping House in Gallatin's Time</i></p>	<p>Hands-on and participatory/immersion-style programming, multiple levels, esp. for families</p> <p>All educational materials and site bulletins gradually being posted to website.</p> <p>Opportunities for class projects for college and HS students</p> <p>Teacher in-service training</p>	<p>Visitor Survey cards completed every July at both parks</p> <p>Supervisory program audit of volunteers, permanent &amp; seasonal staff</p>	<p><i>Research:</i> Underground Railroad</p>

## Interpretive Services by Media

The following timeline indicates program development sorted by media.

It focuses in the early part of the plan on high impact/low cost media, but each year also includes steps toward implementing programs that will require advance planning and new sources of support. The list does not include media that are already in place as of this writing.

**Table 9. Timeline of Interpretive Services by Media, Years 1-2**

Year	Exhibits	Website	Print media	Other media	Accessibility	Waysides
<b>ONE FY09 (10/08-9/09)</b>	<p>Begin to recreate fort cabin</p> <p>Audio tour for F&amp;I War exhibits</p> <p>Annual "Year of the American Indian Nation"</p> <p>Exhibit featuring GW Bill of Sale for Great Meadows (complete)</p>	<p>Website: virtual tour, Mt. Washington Tavern</p>	<p>GW site bulletin</p>	<p>Develop accessible tour via video (on site)</p> <p>Website: virtual tour, Friendship Hill (house)</p>		
<b>TWO FY10 (10/09- 9/10)</b>	<p>Develop exhibit-based scavenger hunt, middle school groups</p> <p>Replace map of French-affiliated Indian tribes in VC exhibit</p> <p>Plan next year's "Year of the American Indian Nation"</p> <p>Create capacity to install modest changing exhibits at FRHI</p> <p>Create "participatory, hands-on" parlor of reproduction objects at FRHI</p>	<p>Website: Virtual tour, Jumonville Glen</p> <p>Website links to official cultural heritage sections of websites of 2-3 affiliated tribes</p> <p>Develop on-line Junior Ranger program</p>		<p>Seek foundation support, media for in-depth interpretation of complex issues/tribes [link to CRPP project</p>		<p>Seek funding for waysides for CCC structures &amp; camp</p>

**Table 10. Timeline of Intepretive Programs by Media, Years 3-4**

Year	Exhibits	Website	Print media	Other media	Accessibility	Waysides
<p><b>THREE</b> <b>FY11</b> <b>(10/10-9/11)</b></p>	<p>Complete recreation of fort cabin</p> <p>“Makeover” for Indian statue</p> <p>Kick off “Year of the American Indian Nation”</p> <p>Plan for next year’s American Indian Nation</p>	<p>Website: virtual tour, FNNB (in-house version); seek funding for professional-level virtual tour</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p> <p>Add website links to American Indian topics (general audience)</p> <p>Add website links to curriculum-appropriate American Indian links (teachers)</p> <p>Website: virtual tour, Friendship Hill (house &amp; grounds)</p>		<p>New programs/media on site archaeology</p> <p>Media, in-depth interop of complex issues/tribes [link to CRPP project]</p>	<p>Seek funding to translate brochures &amp; site bulletins into other languages</p>	<p>Waysides for CCC structures and camp</p>

Table 11. Timeline of Intepretive Programs by Media, Years 5-7

Year	Exhibits	Website	Print media	Other media	Accessibility	Waysides
<b>FIVE FY13 (10/12-9/13)</b>	<p>3rd "Year of the American Indian Nation"</p> <p>Plan for next year's "Year of the American Indian Nation"</p> <p>Host art shows for regional artists, poss emphasizing AI themes</p> <p>Host art shows for regional artists, poss emphasizing GW</p>	<p>Website: virtual ranger tour, VC exhibit</p> <p>Website: virtual tour, Braddock's Road/Grave</p> <p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p>		<p>Explore potential partners for National Road cell phone tour (PA segment)</p> <p>Youth Program: text messaging &amp; Twitter</p> <p>Develop distance learning programs</p>	<p>Translate audio programs into other languages</p>	
<b>SIX FY14 (10/13-9/14)</b>	<p>4th "Year of the American Indian Nation"</p> <p>If evaluation indicates program should continue: plan for next "Year of the American Indian Nation"; begin contact with American Indian Nation for FY 16</p>	<p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p>		<p>Begin to develop partnership relationship for National Road cell phone tour (PA segment)</p> <p>Retrofit "Pretend Voices:" cell phone interp, Mt. Washington Tavern</p>	<p>Seek funding to translate movie narrative into other languages</p>	
<b>SEVEN FY15 (10/14-9/15)</b>	<p>5th "Year of the American Indian Nation"</p> <p>Plan for next "Year of the American Indian Nation"</p>	<p>Website links to official cultural heritage sections of websites of 2-3 addl. affiliated tribes</p>		<p>Student-created history-based cell phone drama</p> <p>Offer distance learning on F&amp;I War themes</p> <p>Develop cell phone interpretation on PA segment of National Road</p>	<p>Translate movie narrative into other languages</p>	



## Fort Necessity National Battlefield

Joe Bilpuh	Chief of Maintenance
Jane Clark*	Education Specialist
Lawren Dunn	Cultural Resources Manager
Christian Fearer	Volunteer
Joanne Hanley	Superintendent, Southeast Pennsylvania National Parks
William Havyer	Exhibit Specialist
Barbara Keefer	Volunteer and contract interpreter
Tom Markwardt*	Park Ranger
MJ McFadden*	Park Ranger
Keith Newlin	Deputy Superintendent, Southeast Pennsylvania National Parks
Connie Ranson	Natural Resources Manager
Brian Reedy*	Park Ranger
Carney Rigg	Volunteer
Mary Ellen Snyder*	Chief of Interpretation and Visitor Services
James Tomasek*	Park Ranger, Eastern National
Dan Watson	Site Manager

*(Asterisk indicates member of Core Planning Group)*

## Friendship Hill National Historic Site

Joe Cocallis	Member, Friendship Hill Association
Toni L'Hommidieu*	President, Friendship Hill Association
Kitty Seifert*	Park Ranger

*(Asterisk indicates member of Core Planning Group)*

## Flight 93 Memorial

Barbara Black	Flight 93 National Memorial
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## Northeast Regional Office

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Sam Vaughn

Chief of Interpretive Planning, NPS

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Shawnee

Carol Fortunato

Park Volunteer and Cherokee educator

Eric Hemenway

Representative, Odawa Tribe, Michigan

Todd Johnson

Huron

Chuck Smythe

Ethnographer/AmInd Liaison, NPS Northeast Region

Kinorea Tigri

Cherokee, Cultural Practitioner/Educator

### **Stakeholders**

Dave Bybee

Marines de Contrecoeur reenactor

David Dixon

Slippery Rock University

Julie Donovan

Laurel Highlands Visitors Bureau

Charles A. Fagan III

Fort Ligonier

Valerie Festa

Wharton Elementary School (VASD)

Mick Gallis

Fayette County Historical Society

Donna Holdorf

National Road Heritage Corridor

Erin Jenkins

Central Greene School District

Treadwell Magiske

Michelle Girl Scouts Trillium Council

Bob Messner

Braddock Field Historical Society

Chris Plummer

Nemacolin Woodlands

Chad Proudfoot

West Virginia University

Laura Tuennerman

California University of Pennsylvania

Martin West

Fort Ligonier

Joan Whetsell

The Old Petersburg Addison HS

Celeste Yaras

Touchstone Center for Crafts

### **Planning Consultants**

Ann Clausen

Interpretive Planner, Interpretive Solutions, Inc.

Vid Mednis

Associate Planner, Interpretive Solutions, Inc.

## **Appendix A: Fort Necessity's Affiliated Indian Nations**

The American Indian nations having ancestral affiliation with Fort Necessity are as follows:

Eastern Shawnee Tribe of Oklahoma  
Delaware Nation, Anadarko, Oklahoma  
Cayuga Nation, Versailles, New York  
Oneida Indian Nation, Verona, New York  
Onondaga Indian Nation, Nedrow, New York  
Seneca Nation of Indians, Irving, New York  
Oneida Tribe of Indians of Wisconsin  
Huron-Potawatomi, Fulton, Michigan  
Delaware Trust Board, Bartlesville, Oklahoma  
Shawnee Tribe, Miami, Oklahoma  
Seneca-Cayuga Tribe of Oklahoma  
Ottawa Tribe of Oklahoma  
United Keetoowah Band of Cherokee Indians, Tahlequah, Oklahoma  
Grand Traverse Band of Ottawa and Chippewa Indians, Michigan  
Saint Regis Mohawk Nation, Awkwesane, New York  
Tonawanda Band of Seneca, Basom, New York  
Citizen Potawatomi Nation, Shawnee, Oklahoma  
Delaware Nation, Anadarko, Oklahoma  
Eastern Band of Cherokee Indians, Cherokee, North Carolina  
Minnesota Chippewa Tribe, Cass Lake, Minnesota  
Tuscarora Nation, Lewiston, New York  
Seneca Nation (Salamanca), Salamanca, New York  
Oneida Nation of New York, Canastota, New York  
Abenaki Tribal Council, Missiquoi, Vermont  
Mohawk Council of Akwesasne, Hogansburg, New York

## **Appendix B: Federal Regulations Regarding American Indian Consultation**

Federal regulations for implementation of Section 106 of the National Historic Preservation Act of 1966, as amended, require consultation with federally recognized American Indian tribes (36 CFR 800.2) on a government-to-government basis, as specified in Executive Order 13175. Thus, 36 CFR PART 800—“Protection of Historic Properties” states in Sec. 800.2(c)(2): (ii) Consultation on historic properties of significance to Indian tribes. Section 101(d)(6)(B) of the act requires the agency official to consult with any Indian tribe that attaches religious and cultural significance to historic properties that may be affected by an undertaking. (A) The agency official shall ensure that consultation in the section 106 process provides the Indian tribe a reasonable opportunity to identify its concerns about historic properties, advise on the identification and evaluation of historic properties, including those of traditional religious and cultural importance, articulate its views on the undertaking’s effects on such properties, and participate in the resolution of adverse effects.

The administration of Fort Necessity National Battlefield is committed to honoring in full good faith its legal obligations and responsibilities toward the sovereign, federally recognized American Indian nations. Fort Necessity proposes conducting face-to-face consultations with representatives of the identified American Indian nations listed below on a government-to-government basis with regards to: (1) separate project proposals involving historic properties and programming with potential religious and cultural significance; and (2) development of agreements with Indian nations that cover all aspects of tribal participation in the Section 106 process. These consultation efforts will include both Fort Necessity meetings with individual nations as well as larger joint meetings with all identified nations having ancestral affiliations with Fort Necessity lands and its history. Fort Necessity would like to propose to meet with one representative from each of the nation listed below. This would include per diem funding (lodging and M&IE).

As noted, Federal regulations for the implementation of Section 106 of the National Historic Preservation Act of 1966, as amended, require consultation with federally recognized American Indian nations (36 CFR 800.2) on a government-to-government basis, as specified in Executive Order 13175. There are both legal and operational justifications to engage in one-on-one consultations with individual American Indian nations as well as hold joint meetings with designated representatives of all American Indian nations listed having ancestral affiliations with Fort Necessity lands and its history. Fort Necessity would like to formalize a working relationship between the Park and American Indian nations listed so they have an opportunity to discuss issues of mutual concern including: interpretation, resource management, education and contracting. Fort Necessity is now working on their Long Range Interpretive Plan (LRIP) and the representatives for the American Indian nations listed may discuss their traditional associations in an open forum to provide guidance in the decision-making process at Fort Necessity.

## Appendix C: Interpretive Matrix for Curriculum-based Audiences, Grades K-12

Planners used the following matrix to analyze the site’s school programs, identifying gaps in service to be rectified during implementation of the LRIP. Not all of Fort Necessity’s themes are appropriate at all grade levels, but each can be introduced in early years, building a conceptual foundation upon which fully-realized themes can be offered in subsequent years. A student who visits Fort Necessity six times at various stages of his or her schooling will be exposed to the full range of the site’s themes by the time he or she graduates high school.

Audience: Curriculum-Based, K-12					
Grade	Theme				
	1. French & Indian War	2. American Indians*	3. George Washington	4. National Road	5. Historical Integrity
3-4 y/o		HS ↓	HS ↓	HS ↓	HS ↓
K-2		↓	↓	↓	GAP? [Stewardship]
3				T&W Exhibit Pre-visit	
4-6	Pre-visit C in C Film Guided Self-guided	--- -->	Film Pre-visit	Film	C in C Exhibit guide
7-9	Soldier Self-guided Film	[American Indian] GAP?	Soldier Film	Film Exhibit	Soldier Exhibit Guide
10-12	Soldier Self-guided Film	[American Indian] GAP?	Soldier Film	Film	Soldier Exhibit Guide

\* - weakest

[ ]: Program under development  
 HS: *HeadStart*  
 T&W: *Travelers & Workers*  
 C in C: *Cultures in Conflict*

**National Park Service**  
**U.S. Department of the Interior**



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