



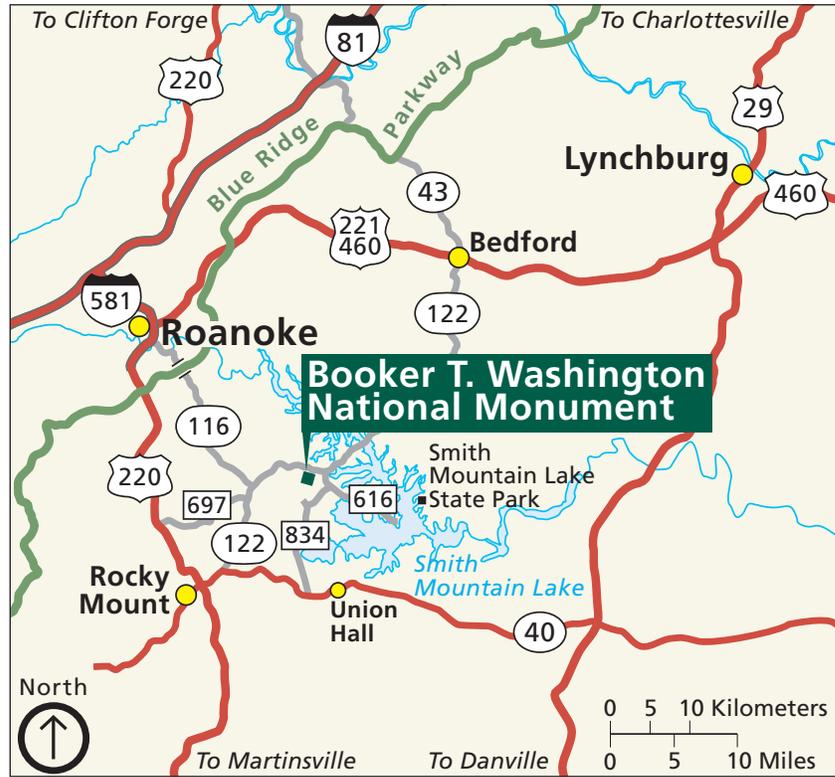
Foundation Document

Booker T. Washington National Monument

Virginia

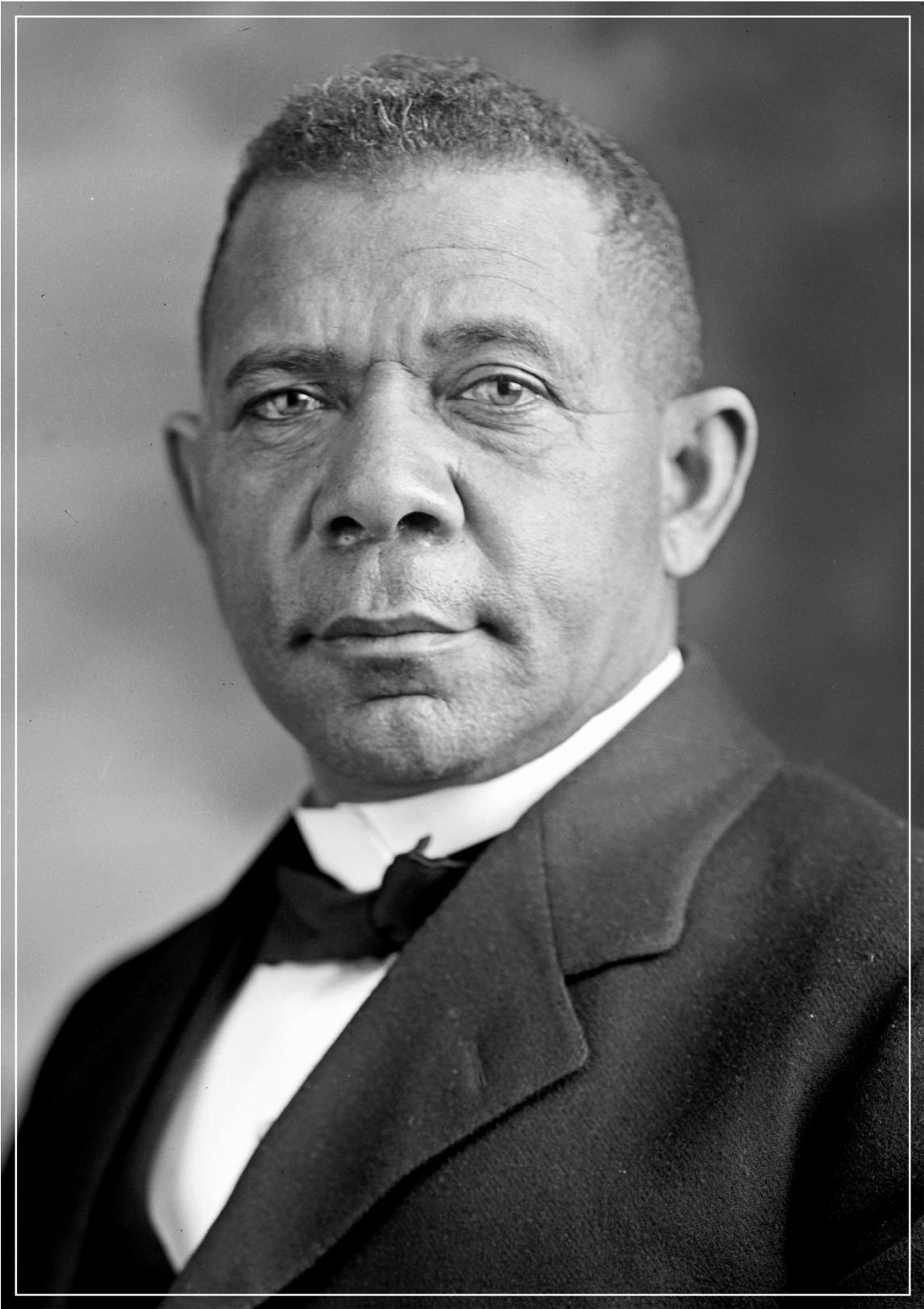
February 2018





Contents

Mission of the National Park Service	1
Introduction.	2
Part 1: Core Components	3
Brief Description of the Park.	3
Park Purpose	5
Park Significance	6
Fundamental Resources and Values	7
Other Important Resources and Values	8
Related Resources.	8
Interpretive Themes	9
Part 2: Dynamic Components	10
Special Mandates and Administrative Commitments	10
Special Mandates.	10
Administrative Commitments.	10
Assessment of Planning and Data Needs	10
Analysis of Fundamental Resources and Values	10
Analysis of Other Important Resources and Values	15
Identification of Key Issues and Associated Planning and Data Needs	19
Planning and Data Needs	19
Part 3: Contributors.	22
Booker T. Washington National Monument	22
NPS Northeast Region	22
Other NPS Staff	22
Appendixes	23
Appendix A: Enabling Legislation and Legislative Acts for Booker T. Washington National Monument	23
Appendix B: Inventory of Administrative Commitments	24
Appendix C: Booker T. Washington National Monument Interpretive Theme Matrix	25



Mission of the National Park Service

The National Park Service (NPS) preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. The National Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

The NPS core values are a framework in which the National Park Service accomplishes its mission. They express the manner in which, both individually and collectively, the National Park Service pursues its mission. The NPS core values are:

- **Shared stewardship:** We share a commitment to resource stewardship with the global preservation community.
- **Excellence:** We strive continually to learn and improve so that we may achieve the highest ideals of public service.
- **Integrity:** We deal honestly and fairly with the public and one another.
- **Tradition:** We are proud of it; we learn from it; we are not bound by it.
- **Respect:** We embrace each other's differences so that we may enrich the well-being of everyone.

The National Park Service is a bureau within the Department of the Interior. While numerous national park system units were created prior to 1916, it was not until August 25, 1916, that President Woodrow Wilson signed the National Park Service Organic Act formally establishing the National Park Service.

The national park system continues to grow and comprises more than 400 park units covering more than 84 million acres in every state, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. These units include, but are not limited to, national parks, monuments, battlefields, military parks, historical parks, historic sites, lakeshores, seashores, recreation areas, scenic rivers and trails, and the White House. The variety and diversity of park units throughout the nation require a strong commitment to resource stewardship and management to ensure both the protection and enjoyment of these resources for future generations.



The arrowhead was authorized as the official National Park Service emblem by the Secretary of the Interior on July 20, 1951. The sequoia tree and bison represent vegetation and wildlife, the mountains and water represent scenic and recreational values, and the arrowhead represents historical and archeological values.

Introduction

Every unit of the national park system will have a foundational document to provide basic guidance for planning and management decisions—a foundation for planning and management. The core components of a foundation document include a brief description of the park as well as the park’s purpose, significance, fundamental resources and values, other important resources and values, and interpretive themes. The foundation document also includes special mandates and administrative commitments, an assessment of planning and data needs that identifies planning issues, planning products to be developed, and the associated studies and data required for park planning. Along with the core components, the assessment provides a focus for park planning activities and establishes a baseline from which planning documents are developed.

A primary benefit of developing a foundation document is the opportunity to integrate and coordinate all kinds and levels of planning from a single, shared understanding of what is most important about the park. The process of developing a foundation document begins with gathering and integrating information about the park. Next, this information is refined and focused to determine what the most important attributes of the park are. The process of preparing a foundation document aids park managers, staff, and the public in identifying and clearly stating in one document the essential information that is necessary for park management to consider when determining future planning efforts, outlining key planning issues, and protecting resources and values that are integral to park purpose and identity.

While not included in this document, a park atlas is also part of a foundation project. The atlas is a series of maps compiled from available geographic information system (GIS) data on natural and cultural resources, visitor use patterns, facilities, and other topics. It serves as a GIS-based support tool for planning and park operations. The atlas is published as a (hard copy) paper product and as geospatial data for use in a web mapping environment. The park atlas for Booker T. Washington National Monument can be accessed online at: <http://insideparkatlas.nps.gov/>.



Part 1: Core Components

The core components of a foundation document include a brief description of the park, park purpose, significance statements, fundamental resources and values, other important resources and values, and interpretive themes. These components are core because they typically do not change over time. Core components are expected to be used in future planning and management efforts.

Brief Description of the Park

Booker T. Washington National Monument commemorates the birthplace and emancipation site of America's most prominent African American educator and orator of the late 19th and early 20th centuries. The property, located in the rolling hills of the Virginia Piedmont, evokes an 1850s and Civil War era tobacco plantation, representative of Booker T. Washington's enslaved childhood at the Burroughs farm. Compared to their Franklin County neighbors, the Burroughs family was in the upper middle class, as evidenced by its combined slave and land holdings. The family produced tobacco as a cash crop, as well as subsistence crops such as flax, potatoes, and grains. Through the labor of their enslaved workers, the Burroughs plantation produced livestock such as horses, dairy cows, sheep, hogs, and various fowl for raw materials, labor, and food.

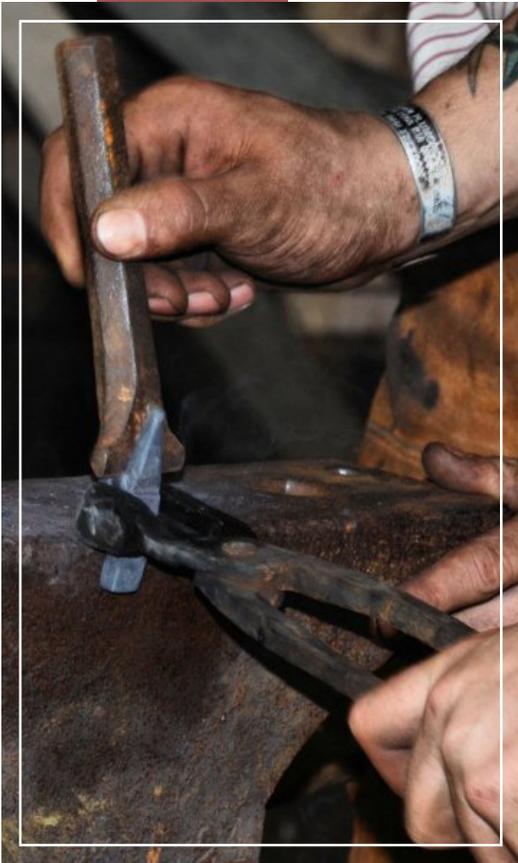
Booker T. Washington was born in April 1856 to Jane, an enslaved plantation cook, and lived on the plantation throughout the Civil War. The identity of his father remains uncertain. Washington lived in the plantation's one-room kitchen cabin with his mother and two half siblings, John Henry and Amanda. As an enslaved child he brought water to the men and women working in the fields, carried the books of the Burroughs daughters to school, and transported grain to the local mill. His experiences in slavery contributed to his adult philosophies in education and race relations.



Washington lived on the Burroughs plantation until the end of the Civil War in 1865 when he and his family were freed. Washington's mother then moved with her children to Malden, West Virginia, to join her husband, Washington Ferguson, who had escaped slavery during Hunter's Raid in 1864. As a child in Malden, Booker T. Washington worked long days in a salt mine to help support his family and attended lessons whenever possible. At the age of 16, Washington journeyed almost 500 miles by himself with little money and no idea of what lay ahead to enroll in the Hampton Institute, a historically black college established during Reconstruction to provide teacher training and industrial education.

Washington excelled at Hampton. After receiving his degree, he worked for several years as a teacher in West Virginia before returning to Hampton to teach and serve as housefather to Lakota Sioux American Indians. At only 25 years of age, he was recommended by the principal of Hampton to establish a new school in Alabama, The Tuskegee Normal and Industrial Institute, which later became Tuskegee University. The first classes at Tuskegee were held on July 4, 1881. At Tuskegee, Washington built, both literally and figuratively, one of the premier educational institutions for African Americans in the United States.

Between 1895, when he delivered his famous speech at the Atlanta Cotton and International Exposition calling for vocational education of African Americans, and his death in 1915, Washington was arguably the single most influential African American in the areas of race relations and black education. He served as an advisor to presidents, politicians, philanthropists, and business leaders. He was not, however, without critics. Some of his contemporaries felt that he made unforgivable compromises in accepting segregation while arguing for education and economic advancement for blacks rather than advocating strongly for their political and social equality. Others felt that he worked within the constraints of his time to advocate for and achieve significant advances in the areas of education and economic empowerment for African Americans. Washington's philosophies and actions continue to spark lively and sometimes heated debate today, which opens up many potential doors to interpretation of the site.



In 1940, Sidney Phillips, one of Washington's former students at Tuskegee, established a private memorial association and, with corporate and public funding, purchased the property comprising Washington's birthplace. Phillips developed the site as a memorial where he carried out a wide range of educational and promotional activities. In 1952, the trustees of the Booker T. Washington Birthplace donated six acres of land along the western boundary of what is now the park for construction of one of Franklin County's last segregated schools for black children. The school opened in 1954 and operated through 1966. Although the school operated only briefly, 100 years after Emancipation, interpreting this history offers both physical and emotional links between Booker T. Washington and the continuing struggles of race and equality in America.

In 1956, Congress recognized the remainder of the site as the Booker T. Washington National Monument, and the National Park Service took responsibility for its administration. The site has been operated as a national monument since that date. The park contains a visitor center, administrative offices located within a former school building, an 1890s Tobacco Barn, reconstructed plantation outbuildings, a horse barn, two marked archeological sites, three small cemeteries, and two walking trails that loop through the cabin area, meadows, and woodlands. Twentieth-century replicas include a slave cabin, smokehouse, blacksmith shop, hog pen, duck lot, and chicken house. All replicas are highly conjectural, and their designs derive from anecdotal evidence and general historic precedent. No replica of the main plantation house exists, but stones outline the location and dimensions of its foundation.

Park Purpose

The purpose statement identifies the specific reason(s) for establishment of a particular park. The purpose statement for Booker T. Washington National Monument was drafted through a careful analysis of its enabling legislation and the legislative history that influenced its development. The park was established when the enabling legislation adopted by Congress was signed into law on April 2, 1956 (see appendix A for enabling legislation and legislative acts). The purpose statement lays the foundation for understanding what is most important about the park.

BOOKER T. WASHINGTON NATIONAL MONUMENT commemorates the life, accomplishments, and contributions of Booker T. Washington; preserves, protects, and interprets the site of his birth, enslaved childhood, and emancipation; and serves as an inspiration to present and future generations of Americans.



Park Significance

Significance statements express why a park's resources and values are important enough to merit designation as a unit of the national park system. These statements are linked to the purpose of Booker T. Washington National Monument, and are supported by data, research, and consensus. Statements of significance describe the distinctive nature of the park and why an area is important within a global, national, regional, and systemwide context. They focus on the most important resources and values that will assist in park planning and management.

The following significance statements have been identified for Booker T. Washington National Monument. (Please note that the sequence of the statements does not reflect the level of significance.)

1. The park is the site of the birthplace and early childhood home of Dr. Booker Taliaferro Washington (1856–1915), noted leader, educator, orator, and writer who achieved international fame in his quest to improve African American livelihoods.
2. Born into slavery, Booker T. Washington's early experiences with slavery, emancipation, labor, and racism would shape his ideals and beliefs on equality and the advancement of African Americans during the postwar Reconstruction period in America.
3. The park provides a sense of place to visualize the past, discover a small antebellum tobacco plantation, and reflect on the impact that slavery and the plantation system had on Washington and other enslaved people of African descent in 19th century America.
4. The archeological, archival, and documentary resources of Booker T. Washington National Monument offer a rare and comprehensive record of the physical site as well as the early life, enslavement, and emancipation of Booker T. Washington. Archeological deposits within the park provide support for an accurate interpretation and reconstruction of Washington's early childhood environment.



Fundamental Resources and Values

Fundamental resources and values (FRVs) are those features, systems, processes, experiences, stories, scenes, sounds, smells, or other attributes determined to warrant primary consideration during planning and management processes because they are essential to achieving the purpose of the park and maintaining its significance. Fundamental resources and values are closely related to a park's legislative purpose and are more specific than significance statements.

Fundamental resources and values help focus planning and management efforts on what is truly significant about the park. One of the most important responsibilities of NPS managers is to ensure the conservation and public enjoyment of those qualities that are essential (fundamental) to achieving the purpose of the park and maintaining its significance. If fundamental resources and values are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

The following fundamental resources and values have been identified for Booker T. Washington National Monument:

- **Archeological Resources.** The park contains a number of relatively intact archeological resources from the period of Booker T. Washington's enslavement. These resources can tell us much about Washington's childhood and the culture of middle-class plantation life before and after the Civil War.
- **Elements of the Cultural Landscape Representing Booker T. Washington's Enslavement Period.** Although the overall landscape of the park differs from that which existed during the time Booker T. Washington lived on the Burroughs plantation, some elements of the landscape remain. These include the general topography, hydrography, and spatial organization of the property; road traces; viewsheds; and the Sparks and Burroughs cemeteries.



Other Important Resources and Values

Booker T. Washington National Monument contains other resources and values that are not fundamental to the purpose of the park and may be unrelated to its significance, but are important to consider in planning processes. These are referred to as “other important resources and values” (OIRV). These resources and values have been selected because they are important in the operation and management of the park and warrant special consideration in park planning.

The following other important resources and values have been identified for Booker T. Washington National Monument:

- **Commemorative and other Historic Structures.** Three structures in the park have become commemorative symbols of Washington’s accomplishments and legacy: the Slave Cabin Replica, the Tobacco Barn, and the Booker T. Washington Elementary School. The Slave Cabin Replica was constructed by the National Park Service in 1960 as an interpretive element of the landscape. It is located on the site of the original Washington-era cabin. Constructed 30 years after Washington left the plantation, the Tobacco Barn was built using materials salvaged from one of the barns present during his enslavement. It is the only structure within the park that contains materials from the time period in which Washington lived on the site. The Booker T. Washington Elementary School was a racially segregated school opened by the Franklin County School Board in 1954 during the struggle to resist public school integration in Virginia. The school closed in 1966 when the county school system became fully integrated. Today, the school is used as the park headquarters and maintenance facility.
- **Museum Collections.** The park museum collections include a number of 1856–1865 period pieces acquired from other sites and a number of mid-20th-century Booker T. Washington commemorative items.
- **Natural Resources.** The park contains a diverse natural community and provides important nesting and foraging grounds for a number of species. Natural resources also play an integral role in the park’s interpretive and educational programming.

Related Resources

Related resources are not owned by the park. They may be part of the broader context or setting in which park resources exist, represent a thematic connection that would enhance the experience of visitors, or have close association with park fundamental resources and the purpose of the park. The related resource represents a connection with the park that often reflects an area of mutual benefit or interest, and collaboration, between the park and owner/stakeholder.

The following related resources have been identified for Booker T. Washington National Monument:

- **Tuskegee Institute National Historic Site.** Dr. Washington established Tuskegee Normal and Industrial Institute and served as its first principal until his death in 1915. Tuskegee Institute National Historic Site preserves and interprets the founding and development of Tuskegee, including The Oaks, Booker T. Washington’s adulthood home.

Interpretive Themes

Interpretive themes are often described as the key stories or concepts that visitors should understand after visiting a park—they define the most important ideas or concepts communicated to visitors about a park unit. Themes are derived from, and should reflect, park purpose, significance, resources, and values. The set of interpretive themes is complete when it provides the structure necessary for park staff to develop opportunities for visitors to explore and relate to all park significance statements and fundamental and other important resources and values.

Interpretive themes are an organizational tool that reveal and clarify meaning, concepts, contexts, and values represented by park resources. Sound themes are accurate and reflect current scholarship and science. They encourage exploration of the context in which events or natural processes occurred and the effects of those events and processes. Interpretive themes go beyond a mere description of the event or process to foster multiple opportunities to experience and consider the park and its resources. These themes help explain why a park story is relevant to people who may otherwise be unaware of connections they have to an event, time, or place associated with the park.

The following interpretive themes have been identified for Booker T. Washington National Monument:

- **Up from Slavery.** Booker T. Washington overcame the deprivations and atrocities of being born into slavery to champion paths to self-sufficiency and success after emancipation for millions of formerly enslaved African Americans and their descendants in the Reconstruction and Jim Crow eras.
- **A False Foundation.** Booker T. Washington was among the last generation of African Americans to experience slavery which created urgency and shaped his approaches to economic self-sufficiency and equality; all set against the challenges of a post-Civil War social and political climate that was particularly harsh for African Americans.
- **Industry, Thrift, Intelligence, and Property.** Booker T. Washington believed that education was the best path to progress and true freedom for African Americans, and it was the driving force in his life and career.



Part 2: Dynamic Components

The dynamic components of a foundation document include special mandates and administrative commitments and an assessment of planning and data needs. These components are dynamic because they will change over time. New special mandates can be established and new administrative commitments made. As conditions and trends of fundamental and other important resources and values change over time, the analysis of planning and data needs will need to be revisited and revised, along with key issues. Therefore, this part of the foundation document will be updated accordingly.

Special Mandates and Administrative Commitments

Many management decisions for a park unit are directed or influenced by special mandates and administrative commitments with other federal agencies, state and local governments, utility companies, partnering organizations, and other entities. Special mandates are requirements specific to a park that must be fulfilled. Mandates can be expressed in enabling legislation, in separate legislation following the establishment of the park, or through a judicial process. They may expand on park purpose or introduce elements unrelated to the purpose of the park. Administrative commitments are, in general, agreements that have been reached through formal, documented processes, often through memorandums of agreement. Examples include easements, rights-of-way, arrangements for emergency service responses, etc. Special mandates and administrative commitments can support, in many cases, a network of partnerships that help fulfill the objectives of the park and facilitate working relationships with other organizations. They are an essential component of managing and planning for Booker T. Washington National Monument.

For information about the existing administrative commitments for Booker T. Washington National Monument, please see appendix B. There are no special mandates for Booker T. Washington National Monument.

Assessment of Planning and Data Needs

Once the core components of part 1 of the foundation document have been identified, it is important to gather and evaluate existing information about the park's fundamental and other important resources and values, and develop a full assessment of the park's planning and data needs. The assessment of planning and data needs section presents planning issues, the planning projects that will address these issues, and the associated information requirements for planning, such as resource inventories and data collection, including GIS data.

There are three sections in the assessment of planning and data needs:

1. analysis of fundamental and other important resources and values
2. identification of key issues and associated planning and data needs
3. identification of planning and data needs (including spatial mapping activities or GIS maps)

The analysis of fundamental and other important resources and values and identification of key issues leads up to and supports the identification of planning and data collection needs.

Analysis of Fundamental Resources and Values

The fundamental resource or value analysis table includes current conditions, potential threats and opportunities, planning and data needs, and selected laws and NPS policies related to management of the identified resource or value.

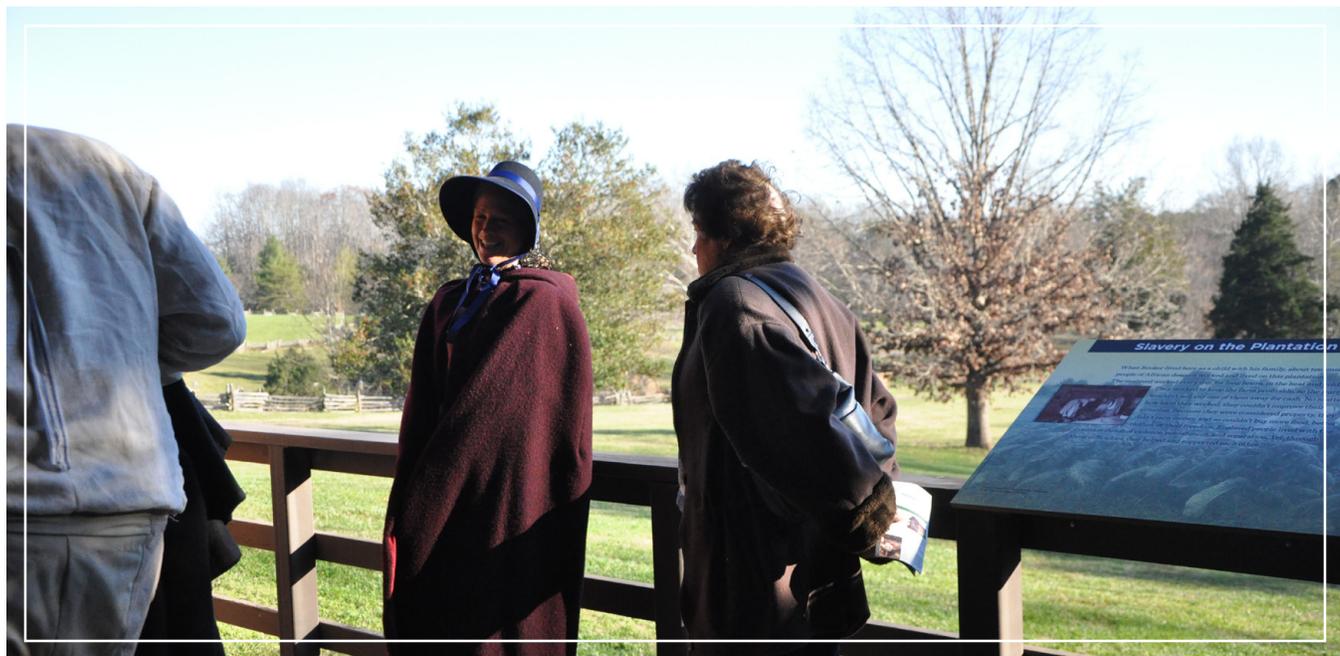
Fundamental Resource or Value	Archeological Resources
Related Significance Statements	<ul style="list-style-type: none"> The park is the site of the birthplace and early childhood home of Dr. Booker Taliaferro Washington (1856–1915), noted leader, educator, orator, and writer who achieved international fame in his quest to improve African American livelihoods. The archeological, archival, and documentary resources of Booker T. Washington National Monument offer a rare and comprehensive record of the physical site as well as the early life, enslavement, and emancipation of Booker T. Washington. Archeological deposits within the park provide support for an accurate interpretation and reconstruction of Washington's early childhood environment.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> The landscape of the park's historic core was reshaped by construction efforts during the Phillips Memorial Era. Large areas of archeological resources within this area were disturbed by those construction efforts. Substantial archeological remains of the kitchen cabin, the birthplace cabin, and the Big House are thought to be intact, but reporting of these findings is poor. Current geophysical projects on the property may provide unequivocal evidence of how the buildings were arranged on the property and how the property has changed since the time of Booker T. Washington. Archeological collections associated with earlier excavations are under analyzed, utilized, and studied. <p>Trends</p> <ul style="list-style-type: none"> None identified.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> Some peripheral areas of the park, the archeological resources of which are not yet known, are directly threatened by ongoing NPS activities. <p>Opportunities</p> <ul style="list-style-type: none"> There are believed to be substantial archeological remains for the period of Booker T. Washington's early enslavement on the property that could provide additional information about his early years on the property, daily life on the farm, the household economy of slaves, and economic differences between slaves and owners. Peripheral areas of the park have not been thoroughly investigated for archeological resources but could contain archeological material. Additional historian, archeological, and genealogical research could identify additional areas of archeological resources on the property. Additional studies on earlier archeological collections could help tell the story of historical land use patterns for the site.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> Archeological overview and assessment (2000). Geophysical surveys (1985, 1998, 2013). Archeological excavations (1959, 1999–2000, 2014).
Data and/or GIS Needs	<ul style="list-style-type: none"> Archeological surveys. GIS database (update). Archeological overview and assessment (update). National Register of Historic Places nomination (update).
Planning Needs	<ul style="list-style-type: none"> Archeological investigative needs funding strategy.

Fundamental Resource or Value	Archeological Resources
<p>Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance</p>	<p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Archaeological Resources Protection Act of 1979 • Archeological and Historic Preservation Act of 1974 • Museum Properties Management Act of 1955, as amended • National Historic Preservation Act of 1966, as amended • Executive Order 11593, "Protection and Enhancement of the Cultural Environment" • "Curation of Federally-Owned and Administered Archaeological Collections" (36 CFR 79) • "Protection of Historic Properties" (36 CFR 800) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • NPS Management Policies 2006 (chapter 5) "Cultural Resource Management" • Director's Order 24: NPS Museum Collections Management • Director's Order 28: Cultural Resource Management • Director's Order 28A: Archeology • NPS Museum Handbook, parts I, II, and III • The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation



Fundamental Resource or Value	Elements of the Cultural Landscape Representing Booker T. Washington's Enslavement Period
<p>Related Significance Statements</p>	<ul style="list-style-type: none"> • The park is the site of the birthplace and early childhood home of Dr. Booker Taliaferro Washington (1856–1915), noted leader, educator, orator, and writer who achieved international fame in his quest to improve African American livelihoods. • Born into slavery, Booker T. Washington's early experiences with slavery, emancipation, labor, and racism would shape his ideals and beliefs on equality and the advancement of African Americans during the postwar Reconstruction period in America. • The park provides a sense of place to visualize the past, discover a small antebellum tobacco plantation, and reflect on the impact that slavery and the plantation system had on Washington and other enslaved and people of African descent in 19th century America. • The archeological, archival, and documentary resources of Booker T. Washington National Monument offer a rare and comprehensive record of the physical site as well as the early life, enslavement, and emancipation of Booker T. Washington. Archeological deposits within the park provide support for an accurate interpretation and reconstruction of Washington's early childhood environment.
<p>Current Conditions and Trends</p>	<p>Conditions</p> <ul style="list-style-type: none"> • The majority of the park's cultural landscape is maintained as agricultural or forested land and is managed to evoke an 1850s middle-class farm similar in appearance to Washington's time of residence. • Most cultural landscape features from Washington's nine years on the property are gone, but historic features such as topography, vegetation, and hydrology remain intact. • Vegetation patterns in the cultural landscape are maintained similar to those that would have existed during Washington's time on the property. Tree screens have been planted in areas where encroachment has become a concern. • Road traces within the park are in fair to good condition. • The gravestones in the Burroughs cemetery are only remaining physical evidence of the Burroughs' occupation of this farm. James Burroughs and his son, James William ("Billie"), are buried in this family cemetery. Billie was killed in the Civil War in 1863. Four additional unidentified graves are marked with field stones. The cemetery is in good condition. • The park's rolling topography provides several important viewsheds of the agricultural landscape. • To maintain the pastoral setting the park currently manages 55 acres of hayfield and pasture through an agriculture special use permit. • A natural resource condition assessment is underway. <p>Trends</p> <ul style="list-style-type: none"> • None identified.
<p>Threats and Opportunities</p>	<p>Threats</p> <ul style="list-style-type: none"> • Encroaching development is beginning to impact the park's viewshed and soundscape. • Weather-related wear continues to impact the cemeteries' grave markers. • Helicopter noise from a nearby helipad and traffic visibility and noise on Route 122 disturb the otherwise serene commemorative landscape. <p>Opportunities</p> <ul style="list-style-type: none"> • Continue to work with local planning and zoning boards to reduce encroachment on the site that would impact viewsheds. • Explore new leasing options for farm uses.

Fundamental Resource or Value	Elements of the Cultural Landscape Representing Booker T. Washington's Enslavement Period
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • Cultural landscape report (2004). • Natural resource condition assessment (underway).
Data and/or GIS Needs	<ul style="list-style-type: none"> • GIS database (update). • National Register of Historic Places nomination (update).
Planning Needs	<ul style="list-style-type: none"> • Leasing plan. • Trail management plan. • Digital media and technology plan. • Farm management plan. • Integrated pest management plan.
Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance	<p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Americans with Disabilities Act of 1990 • Architectural Barriers Act of 1968 • "Americans with Disabilities Act (ADA) Accessibility Guidelines for Buildings and Facilities; Architectural Barriers Act (ABA) Accessibility Guidelines" (36 CFR 1191) • National Historic Preservation Act of 1966, as amended • Secretarial Order 3289, "Addressing the Impacts of Climate Change on America's Water, Land, and Other Natural and Cultural Resources" • "Protection of Historic Properties" (36 CFR 800) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • NPS <i>Management Policies 2006</i> (chapter 5) "Cultural Resource Management" • Director's Order 28: <i>Cultural Resource Management</i> • Director's Order 42: <i>Accessibility for Visitors with Disabilities in National Park Service Programs and Services</i> • <i>The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes</i>



Analysis of Other Important Resources and Values

Other Important Resource or Value	Commemorative and other Historic Structures
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> The Tobacco Barn is in good condition. The barn was stabilized in 2002 and is regularly maintained by park staff. The Slave Cabin replica is in good condition. The Booker T. Washington Elementary School is in poor condition. Major roof leaks have caused structural and interior damage. Park operations—primarily its use as a maintenance facility—contribute to deterioration of the structure. <p>Trends</p> <ul style="list-style-type: none"> None identified.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> Use of the elementary school as a maintenance facility causes damage to the structure. There are safety concerns for park staff from the deteriorating condition of the building and its mixed uses (e.g., fumes from maintenance area entering administrative offices). Erosion, weathering, and aging of materials are affecting the integrity of structures. <p>Opportunities</p> <ul style="list-style-type: none"> The elementary school, constructed in 1954, embodies the era of southern segregated education and allows park staff a limited opportunity to continue a discussion about Washington’s continued influence on race relations into present day. Interpretation is greatly restricted because most of the building houses administration and maintenance with virtually no space remaining for interpretive efforts.
Existing Data and Plans Related to the OIRV	<ul style="list-style-type: none"> Historic structure reports (Tobacco Barn and Slave Cabin replica). Historic resource study and historic structure report (elementary school).
Data and/or GIS Needs	<ul style="list-style-type: none"> National Register of Historic Places nomination (update).
Planning Needs	<ul style="list-style-type: none"> Long-range interpretive plan (update).
Laws, Executive Orders, and Regulations That Apply to the OIRV, and NPS Policy-level Guidance	<p>Laws, Executive Orders, and Regulations That Apply to the OIRV</p> <ul style="list-style-type: none"> Americans with Disabilities Act of 1990 Architectural Barriers Act of 1968 “Americans with Disabilities Act (ADA) Accessibility Guidelines for Buildings and Facilities; Architectural Barriers Act (ABA) Accessibility Guidelines” (36 CFR 1191) National Historic Preservation Act of 1966, as amended “Protection of Historic Properties” (36 CFR 800) Secretarial Order 3289, “Addressing the Impacts of Climate Change on America’s Water, Land, and Other Natural and Cultural Resources” <p>NPS Policy-level Guidance (NPS <i>Management Policies 2006</i> and Director’s Orders)</p> <ul style="list-style-type: none"> NPS <i>Management Policies 2006</i> (chapter 5) “Cultural Resource Management” NPS <i>Management Policies 2006</i> (chapter 7) “Interpretation and Education” Director’s Order 6: <i>Interpretation and Education</i> Director’s Order 28: <i>Cultural Resource Management</i> Director’s Order 42: <i>Accessibility for Visitors with Disabilities in National Park Service Programs and Services</i> Director’s Order 84: <i>Federal Real Property</i>

Other Important Resource or Value	Museum Collections
<p>Current Conditions and Trends</p>	<p>Conditions</p> <ul style="list-style-type: none"> The museum collection includes 4,899 archeology artifacts, 181 history objects, a 49,920-piece archive, and a 12-specimen natural history collection. Many of the park’s collections have not been cataloged. Because of a lack of appropriate storage space on site and no trained curator to manage the collection, the collection is stored at the NPS Northeast Museum Services Center in Charlestown, Massachusetts. Recommendations of the park’s collection management plan include deaccessioning items of no significance and a very selective approach to collecting new material. <p>Trends</p> <ul style="list-style-type: none"> Recent research projects and archeological work has generated thousands of artifacts for which the park currently has little storage space to maintain.
<p>Threats and Opportunities</p>	<p>Threats</p> <ul style="list-style-type: none"> Display facilities are inadequate. <p>Opportunities</p> <ul style="list-style-type: none"> Work closely with Tuskegee Institute National Historic Site and other potential partners to share collections materials. Create exhibits using artifacts collected and unearthed, which can tell many stories.
<p>Existing Data and Plans Related to the OIRV</p>	<ul style="list-style-type: none"> Collection management plan (2003).
<p>Data and/or GIS Needs</p>	<ul style="list-style-type: none"> Catalog museum collections. Historic furnishings assessment. National Register of Historic Places nomination (update).
<p>Planning Needs</p>	<ul style="list-style-type: none"> None identified.
<p>Laws, Executive Orders, and Regulations That Apply to the OIRV, and NPS Policy-level Guidance</p>	<p>Laws, Executive Orders, and Regulations That Apply to the OIRV</p> <ul style="list-style-type: none"> Museum Properties Management Act of 1955, as amended National Historic Preservation Act of 1966, as amended Executive Order 11593, “Protection and Enhancement of the Cultural Environment” “Curation of Federally-Owned and Administered Archaeological Collections” (36 CFR 79) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director’s Orders)</p> <ul style="list-style-type: none"> NPS Management Policies 2006 (§5.3.5.5) “Museum Collections” NPS Management Policies 2006 (§8.10) “Natural and Cultural Studies, Research, and Collection Activities” Director’s Order 24: NPS Museum Collections Management Director’s Order 28: Cultural Resource Management NPS Museum Handbook, parts I, II, and III

Other Important Resource or Value	Natural Resources
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> The flooding of several small creeks in the park several times annually results in erosion along their banks. These low-lying areas also contain small wetland areas and six natural springs. The park contains about 100 acres of forested land consisting primarily of tulip poplar, oak, hickory, and pine. Deer browsing is low within the park and is not considered a major concern. The park has a lower-than-average percentage of invasive nonnative plants as compared with other parks within the region. Regular monitoring and treatment of these plants is conducted. <p>Trends</p> <ul style="list-style-type: none"> Surrounding commercial development is increasing. Local interest in natural resources including using the park for walking trails is increasing. Recent intensified storm events delivering increased measurable precipitation within a reduced time frame have accelerated erosion of park stream banks and repeatedly washed out park roads and trails, requiring increased maintenance of roads and trails for safe access to park resources.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> Increased development outside of park boundaries could impact park resources by reducing species habitat beyond park boundaries and driving pests, such as deer, into the park. Increased development potentially threatens the natural soundscape. Runoff from surrounding agricultural uses (within and outside the park) could impact the water quality of park streams. Pests and pathogens, such as the emerald ash borer, could affect the forest canopy. <p>Opportunities</p> <ul style="list-style-type: none"> Provide visitors with opportunities to report any wildlife (e.g., birds, snakes) that they see. Partner with youth groups on nature programs and service projects. Explore development of a natural resources-based curriculum for school groups. Develop a natural resource-oriented interpretive program. Develop a network of experts to assist the park with natural resources.
Existing Data and Plans Related to the OIRV	<ul style="list-style-type: none"> None identified.
Data and/or GIS Needs	<ul style="list-style-type: none"> Aerial maps of entire park landscape. GIS database (update).
Planning Needs	<ul style="list-style-type: none"> Trail management plan. Farm management plan.

Other Important Resource or Value	Natural Resources
<p>Laws, Executive Orders, and Regulations That Apply to the OIRV, and NPS Policy-level Guidance</p>	<p>Laws, Executive Orders, and Regulations That Apply to the OIRV</p> <ul style="list-style-type: none"> • Clean Air Act of 1977 • Clean Water Act of 1972 • Endangered Species Act of 1973, as amended • National Invasive Species Act of 1996 • Executive Order 13112, "Invasive Species" • Executive Order 13690, "Establishing a Federal Flood Risk Management Standard and a Process for Further Soliciting and Considering Stakeholder Input" • Executive Order 11988, "Floodplain Management" • Executive Order 13508, "Chesapeake Bay Protection and Restoration" • Secretarial Order 3289, "Addressing the Impacts of Climate Change on America's Water, Land, and Other Natural and Cultural Resources" <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • NPS Management Policies 2006 (chapter 4) "Natural Resource Management" • NPS Management Policies 2006 (§4.4.1) "General Principles for Managing Biological Resources" • NPS Management Policies 2006 (§4.7.2) "Weather and Climate" • NPS Natural Resource Management Reference Manual 77



Identification of Key Issues and Associated Planning and Data Needs

This section considers key issues to be addressed in planning and management and therefore takes a broader view over the primary focus of part 1. A key issue focuses on a question that is important for a park. Key issues often raise questions regarding park purpose and significance and fundamental and other important resources and values. For example, a key issue may pertain to the potential for a fundamental or other important resource or value in a park to be detrimentally affected by discretionary management decisions. A key issue may also address crucial questions that are not directly related to purpose and significance, but which still affect them indirectly. Usually, a key issue is one that a future planning effort or data collection needs to address and requires a decision by NPS managers.

The following are key issues for Booker T. Washington National Monument and the associated planning and data needs to address them:

- **Administrative and Maintenance Workspaces.** The park’s administrative and maintenance spaces are currently co-located within the Booker T. Washington Elementary School. Loud noises and odors associated with routine park maintenance needs conflict with the needs of administrative staff. The park’s library storage space, which is located within the elementary school, lacks appropriate climate control systems. There are issues with leaking roofs throughout the structure.
 - *Associated planning and data needs:* Elementary school rehabilitation plan
- **Historical Research of Washington’s Early Childhood Influences.** Additional research is needed on Washington’s life on the plantation and how those experiences shaped his life and beliefs. Little is known of the other enslaved inhabitants of the plantation and Washington’s relationship to them.
 - *Associated planning and data needs:* Annotated bibliography and/or special history study, historic resource study, National Register of Historic Places nomination (update)

Planning and Data Needs

To maintain connection to the core elements of the foundation and the importance of these core foundation elements, the planning and data needs listed here are directly related to protecting fundamental resources and values, park significance, and park purpose, as well as addressing key issues. To successfully undertake a planning effort, information from sources such as inventories, studies, research activities, and analyses may be required to provide adequate knowledge of park resources and visitor information. Such information sources have been identified as data needs. Geospatial mapping tasks and products are included in data needs.

Items considered of the utmost importance were identified as high priority, and other items identified, but not rising to the level of high priority, were listed as either medium- or low-priority needs. These priorities inform park management efforts to secure funding and support for planning projects.

Planning Needs – Where A Decision-Making Process Is Needed			
Related to an FRV, OIRV, or Key Issue?	Planning Needs	Priority (H, M, L)	Notes
Key Issue	Elementary school rehabilitation plan	H	Additional space is needed for park operations including maintenance, educational programming, collection storage, and administrative offices. A parkwide reuse plan could identify potential structures that could be rehabilitated to accommodate some of those uses.
FRV, OIRV	Trail management plan	H	The park’s network of trails is frequently used by visitors and special park events. A plan is needed to guide management decisions on trail maintenance and use to lessen the deteriorating conditions of the trails (e.g., from erosion and overuse).
OIRV	Long-range interpretive plan (update)	H	New information discovered through research and archeological investigations has prompted the need for an updated long-range interpretive plan.
FRV	Archeological investigative needs funding strategy	M	The park is thought to contain archeological resources that have not been surveyed or fully identified. A funding strategy for prioritizing archeological needs and plans for future work is needed.
FRV	Digital media and technology plan	M	The park contains a number of digital media sources that could be used as interpretive tools. A plan to determine the best uses for those tools is needed.
FRV	Leasing plan	M	Parts of the park property are leased for agricultural use, but there is no overall plan to determine the most viable and appropriate lease uses for the property.
FRV, OIRV	Farm management plan	L	This plan would determine best management practices for the park’s agricultural areas.
FRV	Integrated pest management plan	L	An integrated pest management plan is needed to assess and manage pest problems in the park’s structures and surrounding landscape.



Data Needs – Where Information Is Needed Before Decisions Can Be Made			
Related to an FRV, OIRV, or Key Issue?	Data and GIS Needs	Priority (H, M, L)	Notes
Key Issue	Annotated bibliography and/or special history study	H	This study would help to better understand Washington's early childhood influences.
Key Issue	Historic resource study	H	This study would focus on Booker T. Washington's relationship with the historical and geographic contexts of the farm and local political economy, his experience of slavery during the Civil War, and the choices of other African American families following local emancipation at the war's end. Study of the park's commemorative period, coinciding with the modern civil rights era, could be included.
FRV, OIRV, Key Issue	National Register of Historic Places nomination (update)	H	An updated nomination is needed to include new information discovered during recent archeological studies and historic resource studies completed for the elementary school.
OIRV	Historic furnishings assessment	M	The park's collection contains a number of historic furnishings that may or may not have belonged to the Washington or Burroughs families. An assessment is needed to determine the significance and condition of the furnishings.
OIRV	Catalog museum collections	M	A comprehensive catalog/inventory of museum collections has not been completed for the park.
FRV	Archeological overview and assessment (update)	L	An updated archeological overview and assessment is needed to inform needed archeological surveys.
FRV	Archeological surveys	L	Archeological surveys are needed for areas surrounding the Tobacco Barn, Blacksmith Shed, and peripheral areas of the park including the Sparks and Burroughs cemeteries.
OIRV	Aerial maps of entire park landscape	L	Aerial maps would help managers assess changing patterns in natural resource land cover.
FRV	GIS database (update)	L	An updated GIS database is needed for cultural and natural resources. Recently completed archeological surveys have informed management decisions related to other park cultural resources. An updated GIS database is needed to reflect these changes and make the information more useful. The update should include an emphasis on previous archeological excavations and artifact patterning in relation to the cultural landscape.

Part 3: Contributors

Booker T. Washington National Monument

Carla Whitfield, Superintendent

Kenneth Arrington, Facilities Manager / Chief of Maintenance (former)

Janet Blanchard, Park Ranger (former)

Betsy Haynes, Park Ranger

Chris Major, Maintenance Worker

Connie Mays, Administrative Officer

John Mitchell, Maintenance Worker

Kevin Phifer, Maintenance Worker

Timothy Sims, Supervisory Park Ranger / Chief of Interpretation and Resource Management

NPS Northeast Region

Joanne Blacoe, Interpretive Planner

Eliot Foulds, Historical Landscape Architect

Amanda Jones, Community Planner, Project Lead

Brian Lockwood, Ecologist

Other NPS Staff

Pam Holtman, Quality Assurance Coordinator, WASO Park Planning and Special Studies

Nancy Shock, Foundation Coordinator, Denver Service Center – Planning Division

Judith Stoeser, Contract Editor, Denver Service Center – Planning Division

Philip Viray, Publications Chief, Denver Service Center – Planning Division

Laura Watt, Contract Editor, Denver Service Center – Planning Division

John Paul Jones, Visual Information Specialist, Denver Service Center – Planning Division

Appendixes

Appendix A: Enabling Legislation and Legislative Acts for Booker T. Washington National Monument

Public Law 464

CHAPTER 158

April 2, 1956
[H. R. 6904]

AN ACT

To provide for the establishment of the Booker T. Washington National Monument.

Booker T. Wash-
ington National
Monument, Va.
Establishment.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Interior is authorized and directed to acquire, on behalf of the United States, by gift, purchase, or condemnation, all right, title, and interest in and to the real property located at Booker Washington Birthplace, Virginia.

SEC. 2. The real property acquired under the first section of this Act shall constitute the Booker T. Washington National Monument and shall be a public national memorial to Booker T. Washington, noted Negro educator and apostle of good will. The Secretary of the Interior shall have the supervision, management, and control of such national monument, and shall maintain and preserve it in a suitable and enduring manner which, in his judgment, will provide for the benefit and enjoyment of the people of the United States.

SEC. 3. The Secretary of the Interior is authorized to—

(1) maintain, either in an existing structure acquired under the first section of this Act or in a building constructed by him for the purpose, a museum for relics and records pertaining to Booker T. Washington, and for other articles of national and patriotic interest, and to accept, on behalf of the United States, for installation in such museum, articles which may be offered as additions to the museum; and

(2) provide for public parks and recreational areas, construct roads and mark with monuments, tablets, or otherwise, points of interest, within the boundaries of the Booker T. Washington National Monument.

Appropriation.

SEC. 4. There are authorized to be appropriated such sums not to exceed \$200,000 as may be necessary to carry out the provisions of this Act.

Approved April 2, 1956.

Public Law 107–215
107th Congress

An Act

Aug. 21, 2002
[H.R. 1456]

To expand the boundary of the Booker T. Washington National Monument, and for other purposes.

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

Booker T. Washington National Monument Boundary Adjustment Act of 2002. Virginia. 16 USC 450ll note.

SECTION 1. SHORT TITLE.

This Act may be cited as the “Booker T. Washington National Monument Boundary Adjustment Act of 2002”.

SEC. 2. BOUNDARY OF BOOKER T. WASHINGTON NATIONAL MONUMENT EXPANDED.

The Act entitled “An Act to provide for the establishment of the Booker T. Washington National Monument”, approved April 2, 1956 (16 U.S.C. 450ll et seq.), is amended by adding at the end the following new section:

16 USC 450ll–3.

“SEC. 5. ADDITIONAL LANDS.

“(a) **LANDS ADDED TO MONUMENT.**—The boundary of the Booker T. Washington National Monument is modified to include the approximately 15 acres, as generally depicted on the map entitled ‘Boundary Map, Booker T. Washington National Monument, Franklin County, Virginia’, numbered BOWA 404/80,024, and dated February 2001. The map shall be on file and available for inspection in the appropriate offices of the National Park Service, Department of the Interior.

“(b) **ACQUISITION OF ADDITIONAL LANDS.**—The Secretary of the Interior is authorized to acquire from willing owners the land or interests in land described in subsection (a) by donation, purchase with donated or appropriated funds, or exchange.

“(c) **ADMINISTRATION OF ADDITIONAL LANDS.**—Lands added to the Booker T. Washington National Monument by subsection (a) shall be administered by the Secretary of the Interior as part of the monument in accordance with applicable laws and regulations.”.

Approved August 21, 2002.

Appendix B: Inventory of Administrative Commitments

Name	Agreement Type	Start – Expiration Date	Purpose
Eastern National	Cooperative agreement	2015 – 2020	Gift shop operation
Friends of Booker T. Washington National Monument	Cooperative agreement	2009 – N/A	Park support
Ferrum College	Cooperative agreement	1999 – N/A	Provides consultation services to park
Scruggs Fire Department	Memorandum of understanding	2006 – N/A	Park support
CenturyLink	Right-of-way	1956 – N/A	Utilities
Verizon	Right-of-way	2000 – N/A	Utilities
Appalachian Power	Right-of-way	1956 – N/A	Utilities
Route 122	Deeded easement	1956 – N/A	Park establishment
William Nissen	Deeded easement	2013 – N/A	Use of paved access road
Tom Taylor	Deeded easement	1956 – N/A	Residential access easement using park gravel road

Appendix C: Booker T. Washington National Monument Interpretive Theme Matrix

About the Interpretive Theme Matrix: An interpretive theme matrix is a chart that shows detail and the scope of potential stories that can be told in a park within the framework of the park interpretive themes. The matrix is a format that offers an easy way for people to see the concepts and stories that are represented by the park interpretive themes. It is especially useful as a guide for park staff and others who develop interpretive programming and media.

The concepts, ideas, and topics listed here are a representative, partial list. They represent some examples representing types of stories that could illustrate the concepts. They are not all-inclusive (in fact, they could never be) nor are they intended to exclude any topic. A park interpretive theme is successful only if other topics and stories could be included within it.

Theme 1: Up from Slavery	
<p>Booker T. Washington overcame the deprivations and atrocities of being born into slavery to champion paths to self-sufficiency and success after emancipation for millions of formerly enslaved African Americans and their descendants in the Reconstruction and Jim Crow eras.</p> <p><i>About this theme: How Washington was shaped by slavery, his birth, and plantation life.</i></p>	
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Explain that Booker T. Washington National Monument is the site of the small slave-holding tobacco farm where Booker T. Washington was born into slavery and lived as a child and where he and his family were emancipated as a result of the Emancipation Proclamation General Orders. • Describe and illustrate the human degradation and trauma of chattel slavery—on a personal level, on communities, and on society. Attempt to describe the psychological horrors of human bondage (as a starting point for understanding Washington’s motivations to improve the human condition). • Provide the context for slavery in America; describe the pervasive reach of the institution, conventions, and practices of slavery in general and its effects on Washington and his family in particular. Describe the personal, community, and societal impacts of slavery and racism on Washington, his family, and their community. Describe the effects of a system that does not allow people to make personal choices and the (cruel) ramifications of that kind of system. • Describe how enslaved people were in economic competition with white laborers and how the tensions created by this economic rivalry and competition were manifested in other areas of society and among individuals (e.g., racism, economic and personal threats). Describe how and why situations escalated after Emancipation. Describe what was at stake, and how people either challenged the status quo or clung to it. • Trace the legal history of slavery to show how slavery was sanctioned by law and continued to change over time to become increasingly restrictive as a result of economic and societal pressures. Trace the progression of the movement from emancipation (as a position) to abolition (as a policy). • Illustrate slavery’s impact on every aspect of life in American communities and society (not just in the South) in the years before the Civil War. Describe the seminal role that the institution of slavery played in the antebellum economy and throughout the United States, not just in the south. Explain that slavery was the primary cause of the Civil War. 	<ul style="list-style-type: none"> • Burroughs Plantation • Life for enslaved people • Civil War • Emancipation • Emancipation Proclamation • Family <ul style="list-style-type: none"> • Parents • Jane • Washington Ferguson • Fannie N. Smith (m. 1882, d. 1884) • Olivia A. Davidson (m. 1885, d. 1889) • Margaret James Murray (m. 1893) • Portia M. Washington • Booker T. Washington Jr. • Ernest Davidson Washington • General Armstrong • Washington’s life in West Virginia • 13th Amendment (1866) • Self

Theme 1: Up from Slavery

Booker T. Washington overcame the deprivations and atrocities of being born into slavery to champion paths to self-sufficiency and success after emancipation for millions of formerly enslaved African Americans and their descendants in the Reconstruction and Jim Crow eras.

***About this theme:* How Washington was shaped by slavery, his birth, and plantation life.**

Concepts	Topics and Stories
<ul style="list-style-type: none"> • Compare and contrast “plantation” life on a small farm like the Burroughs farm with slavery in its different forms elsewhere. Describe how the Burroughs farm, home to the enslaved Washington, represents a small-scale plantation and a slave culture that was more common than the stereotypical large-scale plantations. Compare and contrast circumstances of a small Virginia tobacco plantation with modern conceptions of large-scale plantations in the south. Use the cultural landscape to illustrate and explain how slavery and the plantation system worked on a smaller scale. • As context, describe emancipation policies and explain issues of emancipation and freedom during the Civil War, specifically acts of self-emancipation and personal agency and the development of the U.S. “contraband” and “refugee” policies. • Address and explore the stories and lessons of slavery, Reconstruction, and Jim Crow and how the implications of slavery have residual effects that are present and relevant today and continue to affect the nation as a whole and people of all races. • Describe daily life for an enslaved person on the Burroughs farm. Describe the interpersonal relationships between whites and blacks living together on the farm. Place the Burroughs family within their economic and social roles in their community. • Explain how the site is where Booker T. Washington’s childhood, education, and socialization shaped his views on education, race, and labor. • Emancipation Proclamation—Describe Booker T. Washington’s recollections of Emancipation and describe his family’s reaction to news of the proclamation. • Describe Booker T. Washington’s relationship with his mother and siblings. Describe his mother’s encouragement about education (when not in the salt mines!). • Describe how Washington never knew his father (for example, how his father was believed to be a white man from a neighboring plantation). Explore Washington’s statement about him: “But I do not find especial fault with him. He was simply another unfortunate victim of the institution where the Nation unhappily had grafted upon it at the time.” • Describe the privation and impacts of the Civil War on the South (in general) and the Burroughs plantation (in particular). 	<ul style="list-style-type: none"> • Perceptions of personal competence and reasons for those perceptions • Value of education • Conditions of the enslaved • Influence of Washington’s mother • NPS sites that honor African Americans

Theme 2: A False Foundation (in Reconstruction)

Booker T. Washington was among the last generation of African Americans to experience slavery, which created urgency and shaped his approaches to economic self-sufficiency and equality, all set against the challenges of a post-Civil War social and political climate that was particularly harsh for African Americans.

About this theme: Context; Booker T. Washington's life and times; Reconstruction.

Concepts	Topics and Stories
<ul style="list-style-type: none"> Address the fundamental question: How do people work to change society? Describe how Washington worked to improve the lives of African Americans. Place Booker T. Washington squarely within the context of his times, specifically, during the events and influences of the Reconstruction and Jim Crow eras. Describe the power of the Reconstruction story as freedmen and women strived to take advantages of new opportunities. Describe the loss of those opportunities as the beginning of the end of Reconstruction. <p>Reconstruction</p> <ul style="list-style-type: none"> Frame Reconstruction as the transformation of America. Provide example of how, during this era, African Americans were striving for freedom and American citizenship. Describe how, when Reconstruction ends, the Reconstruction Amendments continued and explore the impact of that. Describe the effects of disruption (and even “disorientation”) that emancipation and the end of the Civil War created in American society and communities and families as newly freed people sought and fought for their rights and a place in society. Describe the individual and the institutional terror and backlash experienced by newly freed Africans. Describe how perceived threats to personal status among whites led to violence and terror against blacks. Discuss the short- and long-term (extending to the present) ramifications of this type of treatment and terror. Place Washington’s work and personal ethics and ethos within this context. Describe Washington’s involvement and influence on land and labor issues including: the Freedman’s Bureau, industrialization, property ownership, sharecropping, and labor cooperatives. Discuss Washington in the context of building African American Institutions in the post-Civil War era, including family; business; religion; fraternal organizations; missionary, benevolent, and mutual aid societies; labor organizations; emancipation events; migration and movement; women’s organizations; schools and educational organizations. Explain Washington’s involvement in enfranchisement and the new democracy after the Civil War, including voting, political representation / party politics, registration, and state constitutions. Discuss Washington’s role in modernizing and remaking the South, including industrialization, transportation, commemoration and public space, Jim Crow and disenfranchisement, reconciliation and redemption, rise of the “Lost Cause” perspective. Describe the political, social, and military environment of Washington’s professional life, including issues of federal power related to civil rights acts and legislation, constitutional amendments, the U.S. military, legal decisions / court cases, and the presidency; issues related to civil unrest and violence including lynchings, massacres, and riots; white “defense”/“redemption;” the “Lost Cause;” white supremacy organizations and Jim Crow/ disenfranchisement. 	<ul style="list-style-type: none"> Family <ul style="list-style-type: none"> Fannie N. Smith (m. 1882, d.1884) Olivia A. Davidson (m. 1885, d. 1889) Margaret James Murray (m. 1893) Portia M. Washington Booker T. Washington Jr. Ernest Davidson Washington Burroughs NAACP W.E.B. Dubois Jim Crow Segregation Supporters and colleagues such as: <ul style="list-style-type: none"> Julius Rosenwald Henry Huddleston Rogers George Eastman Detractors and critics Events that affected Washington’s times such as: <ul style="list-style-type: none"> 1890 state elections / constitutions Plessy v. Ferguson (1896) Ending term of Rep. George Henry White (NC), last African American elected to Congress during Reconstruction (1901) Election of 1896 <i>Williams</i> decision Wilmington race riot (1898) Federal powers and initiatives (role of the Presidency / <i>habeas corpus</i>, Civil Rights Act of 1866 / 1871 / 1875) Reconstruction Act of 1867, Enforcement Act, Ku Klux Klan Act

Theme 2: A False Foundation (in Reconstruction)

Booker T. Washington was among the last generation of African Americans to experience slavery, which created urgency and shaped his approaches to economic self-sufficiency and equality, all set against the challenges of a post-Civil War social and political climate that was particularly harsh for African Americans.

About this theme: Context; Booker T. Washington’s life and times; Reconstruction.

Concepts	Topics and Stories
<p>A Political Movement</p> <ul style="list-style-type: none"> Describe how, as a member of the last generation of black leaders born into slavery, Washington provoked others to speak out publicly on behalf of African Americans. Describe his influence on others. Describe Washington’s fame and how he used it to improve the lives of African Americans at the turn of the century. Use Washington’s writings on individual responsibility to describe his accomplishments and their effect to provoke others to speak out for African Americans. Use Washington’s writings to describe the context of his times and the social forces he with which he had to contend. Set the context for Washington’s work. Illustrate the ways that former slaves and their descendants were newly oppressed by disfranchisement and Jim Crow discriminatory laws enacted in the post-Reconstruction Southern states in the late 19th and early 20th centuries. Describe the effect of lynchings and other violence on Washington’s attitudes and work. Explain the circumstances and influence of the Atlanta Address of 1895. Describe how the compromise called for avoiding confrontation over segregation and instead putting more reliance on long-term educational and economic advancement in the African American community. Illustrate the effects of African American migration on Washington’s work (rural to urban, new southern cities, rural-to-rural, black townships, western expansion). Describe Washington’s relationships with his contemporaries, his companions, and his critics, including Marcus Garvey and others. Evaluate Washington’s reputation as an “accommodationist.” Compare and contrast the approaches of Washington and others who took different paths to empowerment for self-sufficiency for African Americans. Discuss the criticism and arguments of Washington’s contemporaries regarding his approaches. Analyze a range of modern evaluations of Washington’s legacy. Describe that, although he was a nationally respected leader, many African Americans opposed Washington’s views, chiefly among them, W.E.B. DuBois. Compare and contrast the approaches of Washington and DuBois to personal and political liberty. Compare Washington’s “Atlanta Address” with W.E.B. DuBois’ speech at Harpers Ferry, West Virginia, in 1906. Describe how some people saw that the visions of Washington, DuBois, and Garvey all fell short of settling the future for African Americans in American society. Debate and evaluate Washington’s approach to acquiring civil rights for African Americans. Describe the types of criticism Washington received and from whom. Examine how he worked to neutralize this criticism. Describe how Washington’s public life and dialogue laid a foundation for what would later become the civil rights movement. Compare and contrast leaders of the civil rights movements from the 1950s with those of the present including Martin Luther King, Jr., Malcolm X, Huey Newton, and Elijah Muhammad. Provide a forum in which Washington’s philosophy and legacies can be examined and debated in the context of his day and compared with those of his contemporaries. 	<ul style="list-style-type: none"> Migration “The Talented Tenth” Marcus Garvey Negro Improvement Association (1914) Black Star Line Niagara movement Tobacco economy Slave cabin as symbol

Theme 3: Industry, Thrift, Intelligence, and Property

Booker T. Washington believed that education was the best path to progress and true freedom for African Americans, and it was the driving force in his life and career.

About this theme: Washington’s personal legacy, the promise in education. It is about commemoration and memorialization.

Concepts	Topics and Stories
<ul style="list-style-type: none"> Trace Booker T. Washington’s life story and his lifelong pursuit and dedication to education. Describe how he worked tirelessly for education for freedmen and their descendants. Describe how Washington’s early life and experiences on the plantation influenced his beliefs on education and post-Civil War race relations. Explain Washington’s philosophy and work in self-help and entrepreneurship. Describe Washington’s work to build larger networks of independence and self-sufficiency for African Americans by training teachers of farming and tradesmen who, in turn, would teach others. Describe how Washington strived to foster resilience, opportunities, and independence for African Americans. Describe Washington’s views advocating sustainable technology and providing goods and services for commercial markets. Characterize Washington’s views of self-sufficiency and entrepreneurship in his book, <i>The Negro in Business</i>. Describe what he meant by, “Cast down your bucket where you are...,” in the Atlanta Address. Describe what it meant to Washington to be a citizen of the United States. Describe Washington’s obituary and how it lists his accomplishments, describes his views on self-sufficiency and independence, and how he met people who were influenced by him to donate money to Tuskegee Institute. Characterize and describe the books and pamphlets written by Washington, including <i>Future of the American Negro</i> (1899), <i>Sowing and Reaping</i> (1900), <i>Up from Slavery</i> (1901), <i>Character Building</i> (1902), <i>The Story of My Life and Work</i> (1903), <i>Working with Hands</i> (1904), <i>Tuskegee and Its People</i> (1906), <i>Life of Frederick Douglass</i> (1907), <i>The Negro in Business</i> (1907), <i>The Story of the Negro</i> (1909), <i>My Larger Education</i> (1911), and <i>The Man Farthest Down</i> (1912). Describe how Washington worked, then rose to become a noted educator, orator, and advisor to United States presidents in the Reconstruction and Jim Crow eras. Describe how, at the height of his career, Washington came to be the leading national consultant and spokesperson on racial affairs, stimulating some of the first public dialogue about civil rights in America. Explore, compare and contrast the points of view of Washington’s critics in the African American community, including W.E.B. DuBois. Describe Washington’s personal and professional relationships with people such as George Washington Carver, Marcus Garvey, and others. Explain the role that social institutions played in Washington’s vision for African Americans and African American society, such as: educational institutions, religious institutions and personalities, economic institutions, and benevolent, social, and community groups. Tuskegee—Describe how, under the leadership of Booker T. Washington, Tuskegee became a place of opportunity and hope for African Americans, especially because it was operated by African Americans during the racially repressive era of the late 1800s. Explain how, as the first principal of Tuskegee (1881–1915), Washington had a showcase for his talents that provided a national stage for himself and others associated with the school. Describe Tuskegee’s role in the ascent of African Americans into mainstream America. Describe how Washington and Tuskegee affected larger American social movements toward equality for all citizens. Describe the mission for Tuskegee envisioned by Booker T. Washington as a center of influence to develop leaders who would impact politics, economics, education, the military, and the arts and sciences. 	<ul style="list-style-type: none"> Tuskegee Normal and Industrial Institute in Alabama Tuskegee University Historically Black Colleges Connection with Hampton, VA and Fort Monroe NM George Washington Carver Professional contributions of his wives General Armstrong Power of education Theodore Roosevelt Washington’s obituary Julius Rosenwald (educator) <i>The Negro in Business</i> (book) The Atlanta Address Prejudice and racism Economic independence Negro Business League 1903 meeting Citizenship 13th, 14th and 15th amendments to U.S. Constitution White privilege Andrew Carnegie Presidents: Taft, McKinley, Roosevelt, Wilson Degrees from Harvard, Dartmouth Robert Curtis Ogden Books and pamphlets

Theme 3: Industry, Thrift, Intelligence, and Property

Booker T. Washington believed that education was the best path to progress and true freedom for African Americans, and it was the driving force in his life and career.

About this theme: Washington’s personal legacy, the promise in education. It is about commemoration and memorialization.

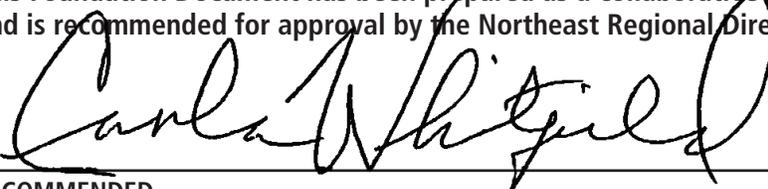
Concepts	Topics and Stories
<ul style="list-style-type: none"> Describe the purposes and aspirations for early historically black colleges like Tuskegee. Discuss how these institutions have evolved and their continuing relevance to society. Reflect on and evaluate Washington’s legacy regarding issues of race in America. Compare and contrast his views within the context of his own time and evaluate their relevance today. <p>Commemoration and Memorialization</p> <ul style="list-style-type: none"> Use the national monument to encourage people to reflect on the impact and significance of the life and legacy of Booker T. Washington. Describe his role as a leader, educator, role model, and encourager. Describe the ways in which Washington was an inspiration for education and for improvement of schools. Describe how remnant cultural resources remain visible in the landscape of the monument and below ground. Describe how these and other cultural resources can contribute to an understanding of the past. Place the establishment of Booker T. Washington National Monument as a unit of the national park system in 1957 within the larger context of formal recognition, commemoration, and memorialization of African American sites in the United States. Describe how and why the national monument was one of the earliest national park units established to honor an African American. Evaluate whether, at the time the park was established, Washington’s life story was considered “safe” by the dominant culture and explore if/how this masked issues of racism. Trace early private and community efforts to memorialize Booker T. Washington at his birth site in the decades before establishment of the national monument. Explain and evaluate early motivations for the federal government to mark milestones in African American achievements and U.S. race relations. Describe the irony of the Booker T. Washington School (1953–1966) as a segregated school for African American children after the <i>Brown vs. Board of Education</i> decision was to end “separate but equal.” Connect other NPS sites with Booker T. Washington National Monument, including George Washington Carver National Monument, Tuskegee National Historic Site, Tuskegee Airmen National Monument, Selma to Montgomery National Historic Trail, and Martin Luther King National Historic Site. 	



**Northeast Region Foundation Document Recommendation
Booker T. Washington National Monument**

February 2018

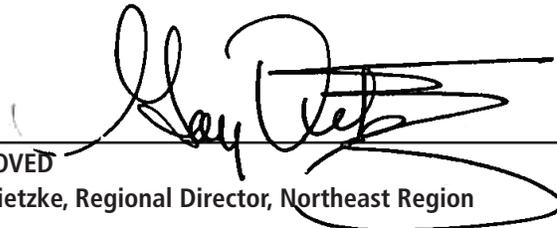
This Foundation Document has been prepared as a collaborative effort between park and regional staff and is recommended for approval by the Northeast Regional Director.



RECOMMENDED
Carla Whitfield, Superintendent, Booker T. Washington National Monument

2-12-18

Date



APPROVED
Gay Vietzke, Regional Director, Northeast Region

April 25, 2018

Date



As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historic places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

BOWA 404/145105

April 2018

Foundation Document • Booker T. Washington National Monument

