

VALLEY FORGE NATIONAL HISTORICAL PARK

Long Range Interpretive Plan

April 2011



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Introduction

Interpretive Planning

Interpretive planning defines the vision and objectives for visitor experiences and park interpretive programming. It identifies key stories and the meaning ascribed to them and outlines optimal choices for an effective mix of media and personal services that will serve visitors and protect park resources.

Interpretive plans describe decisions about the levels and types of park uses, recommend facilities that should be developed, and describe how people should access and experience a site. The interpretive plan is a forward-looking document that concentrates on actions needed to create and sustain a vigorous, effective interpretive program for the future. It is a working, management implementation plan primarily for use by and to provide guidance to park staff.

Interpretive plans consist of a Long-Range Interpretive plan which set goals for interpretive media and programming for approximately five to seven years. By matching interpretive methods to media, messages and audiences, the long-range plan defines targeted, realistic strategies and actions that work toward achieving those goals. The Annual Interpretive Plan defines the annual, achievable steps and incremental actions that achieve the larger goals outlined in the long-range plan, and support and measure accountability and progress toward the goals.

Interpretive plans and their actions are based on documentation and research (such as General Management Plans, Historic Resource Studies, Cultural Landscape Reports, demographic information, audience surveys and visitor statistics, evaluations, bibliographies, and other types of research).

- The **Long-Range Interpretive Plan** (LRIP) outlines the five to seven-year vision for a park's visitor experience programming. It addresses the optimum mix of interpretive media and personal services programming.
- The **Annual Implementation Plan** (AIP) charts the short-range actions (one to three years) which achieve the long-range vision.

Executive Summary

Designated a national historical park in 1976, initial preservation and interpretation planning followed traditional 20th century models for the National Park System--programs were designed for destination visitors, a driving tour route was designated to be followed with an official park map and recreational activities were relegated to specific locations so as not to interfere with those visiting primarily for history. Over the ensuing 35 years, immense changes occurred both within the park and the surrounding region necessitating the development of a new master plan for the park. A General Management Plan was completed in 2007.

Based on extensive interaction with the public and the findings of research about the value of the natural and historical resources of the park, a shared, contemporary vision was set for the park. Valley Forge National Historical Park must be:

- A place where citizens understand, care for, and preserve their history and natural heritage
- A place where life-long education is compelling
- A place that is a vital and valued part of the community

The primary priorities for interpretation and education in keeping with this vision are to:

- Transform the visitor experience throughout the park from one that is primarily active recreation to one that integrates and enhances interpretive and recreational opportunities
- Develop and promote educational initiatives about the American Revolution and other themes and stories the park represents

The Long Range Interpretive Plan comprises the specific goals, plans and actions that will be taken in implementing the vision by acting on the most important priorities for visitor experience and public programming. The National Park Service and the park's many stakeholders are working together to offer users a menu of choices and opportunities to learn about, enjoy and care for this important place.

Part I Foundation

The United States Congress (or the President of the United States through Presidential Proclamation) set aside a select number of places as national parks for the American people because they represent outstanding and unique aspects of the nation's natural and cultural heritage and in order to ensure that they receive the highest standards of protection. Park legislation, purpose, and significance describe the intent of Congress for preserving a place so they are the foundation and fundamental criteria against which all operational decisions and actions are measured.

Legislation

President Gerald Ford established Valley Forge NHP on July 4, 1976. The National Park Service (NPS) assumed control of the park in 1977 with a mandate to "educate and inform present and future generations about the sacrifices and achievements of General George Washington and the Continental Army at Valley Forge, and the people, events, and legacy of the American Revolution."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to preserve and commemorate for the people of the United States the area associated with the heroic suffering, hardship, and determination and resolve of General George Washington's Continental Army during the winter of 1777-1778 at Valley Forge, the Secretary of the Interior is authorized to establish the Valley Forge National Historical Park, in the Commonwealth of Pennsylvania.

Public Law 94-337, 94th Congress, July 4, 1976

Park Purpose

A park purpose statement summarizes the reasons a park is included in the National Park System. It is derived from the legislation that created both the National Park Service and a specific park.

The purpose of Valley Forge National Historical Park is to educate and inform present and future generations about the sacrifices and achievements of General George Washington and the Continental Army at Valley Forge, and the people, events, and legacy of the American Revolution; preserve the cultural and natural resources that embody and commemorate the Valley Forge experience and the American Revolution; and provide opportunities for enhanced understanding.

Park National Significance

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

Valley Forge National Historical Park is nationally significant as the location of the 1777-78 winter encampment of the Continental Army under General George Washington. Few places evoke the spirit of patriotism and independence, represent individual and collective sacrifice, or

demonstrate the resolve, tenacity and determination of the people of the United States to be free as does Valley Forge. The historic landscapes, structures, objects, and archeological and natural resources at Valley Forge are tangible links to one of the most defining events in our nation's history Here the Continental Army under Washington's leadership emerged as a cohesive and disciplined fighting force. The Valley Forge experience is fundamental to both American history and American myth, and remains a source of inspiration for Americans and the world.

Interpretive Themes

Park interpretive themes provide the framework for all aspects of park interpretive programming. Themes are derived from a park's legislation and purpose and capture the essence of its significance. They are specifically linked to a site and its stories and explain why that place was set aside as a unit of the National Park System.

Themes convey meanings ascribed to nationally significant resources to frame the context for park stories, and connect park resources to the larger processes, systems, ideas, and values of which they are a part. They are designed to serve as vehicles to allow exploration of the question, "So what do the events of the past/this place have to do with me and my times?" Themes help to explain why a park story is relevant to people who are unconnected to an event. They encourage exploration of the context in which the events occurred and the effects of those events. They go beyond mere descriptions of what happened to foster opportunities to think critically about the complexities—the "shades of gray" and various perspectives—of the events, stories, and issues represented by a park.

Themes are designed to accommodate and respond to a broad range of stories, perspectives, ongoing scholarship, evolving needs and attitudes of society, and changing political situations. A range of topics and stories related to a site's meaning and significance can illustrate a particular theme and good themes accommodate new information as it comes to light.

While themes are important as the conceptual framework to guide park and interpretation management decisions, they aren't intended for public consumption. The themes represent an internal infrastructure and a measure for interpretation, but what matters to the public is how themes are fulfilled and presented through park media and personal services programming

The interpretive themes for Valley Forge were developed during General Management Plan planning in a series of workshops involving a cross-section of park staff, constituents, and partners.

Interpretive Themes Matrix

An interpretive theme matrix provides detail about theme content. A range of topics and stories related to a site's meaning and significance can illustrate a particular theme. *See Interpretive Themes Matrix, Appendix pg 25.*

Management Goals

Management goals are derived from a park's Strategic Plan and Business Plan. They describe management's intent to offer interpretive and educational programs and services and can list objectives that define outcomes for interpretive and educational programming

Interpretive Goals for Valley Forge are:

- The interpretive and education programming offers options and choices for visiting including a mixture of self guided and park guided experiences.
- Recreational and interpretive opportunities are or can be integrated and tailored to a user's interests.
- Opportunities and experiences are offered so users can participate in the ongoing stewardship of the park.
- The use of new media platforms such as social networking sites, the web and distance learning technology are strategic components of the overall interpretive and educational program. Opportunities for engaging the public and accepting user generated content are part of this goal.

Existing Conditions for Interpretation and Visitor Experience

What follows is a brief description of existing visitor experience conditions. This establishes a point of reference for recommendations for future visitor experiences, personal services, interpretive media, position management, and proposals for new facilities.

The overall interpretive and educational programming at the park is set up on a traditional 20th century National Park Service model. Destination visitors arrive at the visitor center, are provided basic orientation and information about the site and programs offered. An 18 minute orientation film is available daily. A driving tour is in place for visitors to follow on their own to points of interest. Options for following the basic driving tour also include taking a 90 minute guided trolley tour for which a fee is charged or a CD driving tour can be purchased to be used in a visitor's car.

Core programming is provided by interpretive rangers. Key sites such as the visitor center and Washington's Headquarters are staffed daily throughout the year. Seasonally, rangers also staff the Muhlenberg Brigade as the primary living history location in the park, lead walking tours, and provide Junior Ranger programming and visitor center gallery talks. Volunteers supplement staffing for these locations. Special events are scheduled throughout the year and involve rangers, volunteers and partners. Reenactment units, including the Oneida Indian Nation, often participate in special events.

The park offers additional programming with partners. The Encampment Store, the cooperating association for the park, offers guided trolley tours and step on guide services for a fee as well as assists with special events. Junior Ranger summer camp is offered in cooperation with Upper Merion Township Parks and Recreation Department. Historic Philadelphia Incorporated provides storytellers at three locations in the park throughout the summer season, 7 days per week. HPI staffs Varnum's Quarters on weekends and provides a children's muster program as part of this commitment. HPI delivers two fee

based programs seasonally: "Secrets and Spies," geared for children ages 8-12 years and an interactive evening program entitled "Valley Forge After Hours," aimed at the general visitor.

Formal education programs are offered from October through May. These programs are both fee based and free depending on the program selected. Programs are by reservation only and include a curriculum based full park experience, "Riding through History," as well as specific topics such as soldier life or fortifications in camp. One natural history curriculum based program, "Stories in the Rocks," covering the unique geology of the park is also offered. Rangers on the Road is a program in which schools can select a topic and have a ranger visit the classroom or assembly. The Friends of Valley Forge Park offer an offsite education program in collaboration with the park. An annual summer teachers institute is offered in partnership with Independence National Historical Park.

Recently, new media platforms such as social networking sites and the web have become part of the public programming. A cell phone tour is available throughout the park, 24/7, and is sponsored by the Friends of Valley Forge Park. Facebook and Twitter are in use as methods of keeping the community informed as well as engaging the community in the programs and events of the park. The park's website receives nearly one million unique visits annually, as compared to the approximately 140,000 that visit the park Visitor Center, and is becoming the place of choice for most people to seek information and orientation to the park.

Part II Future Interpretive Program

This section describes the desired future interpretive program for a park: what the park will do (desired audience experience and visitor experience goals), how the actions may be done, who the park will seek out to serve (targeted audiences), what can make it challenging (issues and challenges), who can help (partnerships), and what is needed to get it done (for example, things like position management, training, research needs, collection needs).

Desired Audience Experience

What we will do

The desired audience experience describes important experiences that should be available to audiences. It describes the nature of the experience (which can be interpretive, recreational, or a self-determined experience) and describes the "visit" itself—all the things that people may be able to see, do, learn, think, feel, or experience at or through a national park. It considers how people will experience and access a park and its stories no matter where they are located, whether physically in a park or by accessing information from another location through technology.

Visitor experience opportunities relate to park purpose, significance, themes and desired outcomes. Interpretation can facilitate physical, intellectual, or emotional experiences. The experiences may deal with recreational opportunities, information and intellectual pursuits, emotions, impressions, relationships, or other elements.

The shared vision and desired future for Valley Forge established during the General Management Planning process is expressed in the following statements.

Valley Forge must be:

- A place where people understand, care for, and preserve their history and natural heritage
- A place where life-long learning is compelling
- A place that is a vital and valued part of the community

The focus of the interpretive and educational programming of the park is driven by the statements above. The mix of services and facilities necessary to achieve these goals overtime will shift and evolve depending on changes in audience and their needs, available delivery methods, and the array of resources available to the park to implement the vision.

Visitor Experience Goals and Interpretive Objectives

Visitor Experience Goals describe things that people have opportunities to do, feel, or experience at a park (sensory experiences) or how people may take action as a result of a park experience. Goals can describe opportunities for visitors to derive their own meanings and values from park resources and experiences and they inform how interpretation may affect attitudes, actions, or behaviors. Interpretive Objectives describe the learning, experiential, and behavioral experiences and opportunities that the park and its partners would like to make available to visitors.

Valley Forge seeks to provide visitors with worthwhile and memorable experiences. Through those experiences, people are more likely to understand the park's rich stories, value the place and perhaps become motivated to participate in its preservation. Our goal is to offer a variety of enriching experiences for individuals, families, and organized groups so that they may understand and appreciate the place, the people, and the events that have been related to Valley Forge over time.

Audiences will be provided with opportunities for the following:

Visitor Experience Objectives

People will:

- Feel comfortable and confident in planning their visits and orienting themselves to facilities, features, and participatory activities.
- Enjoy themselves, have memorable experiences, and return home with a feeling that their time was well spent.
- Continue to learn something new and to deepen their understanding of the park and its stories with each visit.
- Understand the fragility of cultural and natural resources and the need to treat them with care and respect.
- Experience and enjoy the scenery, places of solitude, wildlife, and natural places in the park, and come away refreshed and inspired.
- Develop a sense of appreciation and responsibility that may result in taking action to protect and support the resources at Valley Forge.

Interpretive Objectives

People will be provided opportunities to:

- Understand the history and significance of the American Revolution and the encampment at Valley Forge.
- Understand both the symbolic and historic legacy of the revolution and encampment.
- Understand the leadership of General George Washington and the roles played by other key figures in the revolution (many of whom continued to lead the country for a generation) and the relationships among and between those people.
- Understand the value of individual and collective action through the examples offered by both the encampment and subsequent stewardship of cultural and natural resources of the park. Make intellectual and/or emotional connections and promote critical thinking about to their own lives and times.
- Appreciate and understand that cultural and natural history is dynamic and that each generation reinterprets and commemorates the meanings of history.
- Understand the history and significance of the park's natural and cultural resources.
- Understand both the historic and contemporary significance of the park's natural and cultural resources and the "interface" between them; the effect one had on the other.
- Become intrigued to learn more, through return visits or continued reading, viewing, and participation on their own.

Valley Forge Interpretation and Education Guidelines

During General Management Planning (2004-7), park staff reached out to visitors and to scholars, educators, and partners to imagine and plan for an improved, more meaningful interpretive experience at the park. The following principles are guidelines developed during that planning effort that apply to park interpretation and education.

- **History First:** Valley Forge NHP is a historical park. As such, history is the park's most fundamental resource and the core foundation that underlies and supports everything else.
- **The Past is connected to the Present:** Interpretation not only should address historical events but also should consider their impacts and consequences. People should encounter and understand both the specific history of Valley Forge and its cultural and natural legacy. Interpretation should provide links between the past and present.
- **Rooted in Reality:** Authenticity is the park's greatest interpretive asset: real things (artifacts) and real places (sites) where real events happened. The artifacts and the places are the foundation for telling the stories.
- **Diversity of Opportunities:** People should be able to access the park's themes and stories at multiple locations and in many different ways, depending upon their own interests and preferences.
- **Multiple Audiences:** Interpretation should engage visitors/users of all ages and backgrounds who come to the park with very different motivations, from historians and naturalists to tourists and local recreational users.
- **Complementary Experiences:** Different forms of interpretation offered in the park should be mutually enhancing so that each individual experience is informed and enriched by others, creating a whole that is more than the sum of its parts.
- **Engagement and Empowerment:** Visitors deserve opportunities to become active participants in the interpretive process, making choices, asking questions, and directing their own inquiry into the past: visitors learn through experiences.
- **Dynamic Context:** Interpretation and education should explicitly acknowledge that we live in a constantly changing world. Exhibits, programs, and publications should incorporate advances in historical and natural research and scholarship and also should acknowledge the continuing evolution of the park's landscapes and natural resources.
- **The Tradition of Stewardship:** Valley Forge's resources were first protected by citizens. Even after establishment as a state and national park, the tradition of cultural and natural stewardship by citizens is unusually strong here. That ongoing dedication to the place is an important park story and an invitation to participation.
- **Revolutionary War Hub -** Valley Forge NHP should serve as a practical and philosophical hub for Revolutionary War interpretation in the National Park Service and in the United States, helping visitors to access to additional information and plan visits to other sites, as well as to understand the events and meanings of the encampment and the historical and geographical context in which it occurred.

In addition, the following philosophies guide park staff and partners in media and program planning:

- Experiences are place-based; Valley Forge is a dynamic classroom where people are able to interact with real places, landscapes, historic structures, and other authentic tangible resources that help them to understand the meanings, concepts, themes, stories, and relationships in history.

- While learning is based in the place and its authentic resources, audiences don't need to be physically present at the park to experience them. The park will serve all audiences—including those who wish to learn about and interact with the park from other locations through technology or other means.
- Programming and media will provide authentic, personally relevant, fun, and inspiring learning opportunities and experiences.
- Programming and media will present multiple points of view, address sensitive and controversial topics, and will explore the history of all Americans.
- Programs will be widely accessible and use methods to appeal to different learning styles. To that end, information and programming will be delivered through a variety of means, including media presentations and technology in order to increase opportunities for more people to connect with park stories and resources.
- Programming and experiences provide life-long learning opportunities, opportunities to engage in civic dialogue, and opportunities to take responsibility to care for our communities and each other through activities, service learning, volunteerism, and civic engagement.
- Programming and experiences are created in partnership with our communities, other organizations, agencies, and institutions and reflect the National Park Service role to deliver high quality service to the public and help park partners, communities, and neighbors to fulfill their missions as well.
- Ensure the highest standards for customer service and quality experiences for all visitors.
- Offer a variety of program choices.

Interpretive Zones and Locations

During GMP planning, the park identified six key locations within the park that were the sites of important activities during the encampment (called interpretive focus zones). The sites illustrate key interpretive themes and lend themselves to special treatment as the focus for programming and activities. The locations have been developed to support programming and as key stops on any guided or self-guided tour of the park.

Each interpretive focus zone adopts specific interpretive themes and messages and represents one piece to play a defined role in telling the complete Valley Forge story. This provides a more comprehensive experience for visitors. Interpretive messages and programming at the various sites become complementary and distinct, uses among and between the park sites and the Welcome Center are enhanced, and repetition among sites is minimized.

Interpretive Focus Zones

The primary interpretive focus zones are the three sites that illustrate the most fundamental aspects of the encampment and that would be part of even a short tour of the park. They are:

- Washington's Headquarters
- Muhlenberg's Brigade
- The Grand Parade

The secondary interpretive focus zones are the three sites that illustrate additional interpretive themes and that would be part of an extended visit to the park. They are:

- Walnut Hill
- Varnum’s Quarters and the Star Fort
- Artillery Park

Washington’s Headquarters and the surrounding area underwent significant renovation and rehabilitation within the last three years. The train station building was renovated and now houses exhibits which explore the topics of Washington’s leadership and his working relationship with the headquarters staff. Several of the life guard huts were renovated and are now furnished; one also has a brief audio message which explains the role of the lifeguard. In addition, waysides have been added to the landscape explaining various aspects of the history and natural history of the area.

Currently, planning is underway to improve the visitor experience at the Muhlenberg Brigade. Park staff is working with a consultant to devise appropriate interpretive treatment including media, landscape and physical enhancements for the site.

Interpretive Locations, Functions, Stories, and Services

This chart shows a more complete list of sites within the park that are most important to telling the stories at Valley Forge. It lays out at a glance the mix of interpretation and orientation available at various locations. It describes the primary interpretation and orientation functions at each location, lists the interpretive stories best matched to those places, and describes the media and personal services that are available at each place. *See Table 5: Interpretation Locations, Functions, Contents, and Services, Appendix pg 36.*

Natural History Interpretation

The park will improve and expand natural history interpretation especially as it relates to the interactions between natural and cultural resources and history.

Targeted Audiences

Who we’ll seek out and serve

The park seeks to appeal to a wide range of visitors of varied backgrounds and ages with different motivations for visiting. The park will continue to provide services to existing and general audiences, but some groups will receive focused attention as “targeted audiences” in the short-term because they are either inadequately served by existing interpretation or may need different types of efforts or require specific methods to open or sustain communications and relationships.

It is important to identify targeted audiences so that programming, media, and facilities can be shaped to address particular needs and to determine the most effective interpretive methods to communicate with those audiences. Identifying targeted audiences also helps in evaluating the effectiveness of various facets of interpretive experience programming.

The current audiences targeted for interpretive programming and community outreach are:

- **Recreation Users:** Runners, walkers, bikers and others who seek out the park for recreation are local and regional visitors. They come for specific activities and often have deep connections to

the park that have developed over many years of using the park. Park staff need to capitalize on ways to welcome, contact, serve, and offer enriching experiences for these frequent—often daily—park users.

- **Classroom Educators:** Expand the capacity to educate people about the American Revolution and Valley Forge by offering teacher institutes and creating tools that educators can adopt and adapt to their own circumstances. The goal is to offer opportunities for educators to learn about the American Revolution and Valley Forge.
- **Local Schools:** Work with local school districts that are close neighbors to the park (including but not limited to Tredyffrin/Easttown, Great Valley, Norristown, Phoenixville, Upper Merion and Methacton). Targeted school audiences include administrators and teachers.
- **Local and Regional Visitors:** Local and regional visitors—the people who live in the neighborhoods and communities near Valley Forge—are proud of the park as a local resource and are interested in both history and natural resources. People in the community are frequent and repeat visitors and often strong park supporters. They often come several times a month or a year. Some of them seek and are served by the several annual park special events (for example, December 19 "March In", Washington's Birthday in February, French Alliance Day in May, and the June 19 "March Out"). Local and regional visitors seek new information and perspectives about the American Revolution and Valley Forge and are a primary audience for in-depth information and a series of experiences or events. They are interested in natural history topics such as seasonal changes in flora and fauna or geology. This audience is most involved in using social networking as a means of creating and building a relationship with the park.
- **Commercial Tour Groups:** Create strategies to manage large groups in order to provide quality services to meet their physical and orientation needs and to effectively serve and interpret to these large groups.
- **Families:** Provide multiple ways to facilitate and encourage families to have self-directed experiences so they may interact with each other and the resource on-site.
- **Hispanic and Latino and African American Audiences:** Find ways to reach and serve the needs of African American and Hispanic and Latino audiences who are already visiting and those who have yet to visit Valley Forge.
- **Natural history** is an interest of many park users as reflected in recent surveys. Programming needs to be developed and expanded to meet audience interests and demands. Topics to be covered include the ongoing use and restoration of the land, geology, flora and fauna, etc.

Challenges, Influences, and Issues Facing Interpretation

What can make it challenging

Challenges and issues describe such things as internal or external issues, influences, pressures, trends, initiatives, relationships, communications, or goals that may affect interpretation. They are the things that may make developing the desired future challenging or that need to be considered when developing implementation strategies and actions. Understanding these challenges helps to develop strategies to overcome them, build on strengths, mitigate competing interests, overcome obstacles, and helps to resolve management issues.

Valley Forge National Historical Park has many assets upon which to build an effective interpretive program, including evocative and compelling stories, an emerging body of engaging scholarship, professional staff, and passionate and dedicated supporters. It faces challenges as well, as any site does.

Interpreters, managers, and partners will consider these issues and seek interpretive solutions wherever practicable.

Challenges and issues facing interpretation at Valley Forge National Historical Park may be resolved, improved, or mitigated through:

- **Embracing Experimentation, Innovation, and Risk:** Park staff are encouraged to experiment, be innovative and take risks to improve services for visitors and resource protection. We will apply what is learned from evaluation and statistical analysis and use them as factors to guide decision-making.
- **Moving from Delivering Programming to Facilitating Experiences:** As audiences continue to seek interactive programming, customization of their park experiences and become accustomed to adding their own content to the mix, park staff must acquire the skills to move from primarily delivering programming to facilitating experiences, and collaborating with partners on planning and developing programming that will be delivered through others and adapting content to new media platforms.
- **Need to Reestablish a Chief of Interpretation Position:** The Chief of Interpretation position was eliminated in the last several years. Interpretation and education are key to both serving park users and engaging park users as stewards of the future. A management position is required to be a voice at the management table and to lead, direct and integrate these important program areas into the overall park operation.
- **Effective Use of Authentic Places and Objects—the "Real Things":** The NPS is a steward of authentic places, objects and other tangible resources, and the park seeks ways to use these real things to help visitors understand meanings, concepts, and relationships from the past and present.
- **Increase Capacity by Working with Others:** The Park will continue to establish and build partnerships to gain capacity to serve users, expand the network of stewards, bring new skills and methods into programming and broaden the connections into the community.
- **Using Staff Expertise:** There is a wealth of subject matter expertise in the park ranging from historical content to natural history/environmental content. A challenge is finding ways to most effectively use current staff so that their expertise is fully utilized, available to the most people (visitors and staff) and the information is not lost if they leave the park. An additional challenge is finding effective ways of repurposing existing content into web-based programming such as podcasts and distance learning opportunities, smart phone applications and other digital formats.
- **Keeping Current in Trends, Scholarship, and Technology:** The NPS must find strategies to use technology and current scholarship to enhance programming. Web activities, social networking tools, pod casts, and video conferencing are all ways to meet people where they are and allow them to tap into rich and engaging content to learn the significant meanings at Valley Forge.
- **Negotiating the Shifts in NPS Culture:** The NPS is experiencing a sea-change in the way it does business. Every park is struggling to compete for and determine how best to use its limited resources—primarily money and people. The nature of the park's business is evolving requiring that we examine what needs to be done now and into the future versus what has been done traditionally. This involves learning about different approaches to organizing and prioritizing work (using business approaches, for instance), identifying what new options are possible, being flexible, making informed choices, and sometimes learning to let go of long-established—sometimes cherished—ways of doing things.

- **Learning More About Visitors:** To serve people better, we need to understand how people learn (including experiential learning, multiple learning styles, and other theories of learning), what motivates them, who they are, where they come from (intellectually and geographically), and what they need or seek from visiting Valley Forge.
- **Adjusting to Seasonal Changes in Visitation and Use:** Over the past several years, the pattern of seasonal visitation has changed due to a variety of factors including aging population, varying school break schedules, increase in shorter trips usually for long weekends since many work schedules that are widely varying, etc. Staffing and programming need to be revised based on these changes.
- **Expanding Natural Resources Programming:** The number of staff dedicated to natural resources management is and will be limited. Existing ranger staff must acquire the content base and skill set to deliver natural resources programming. As described in the GMP, contemporary natural resources programming will be both staff and volunteer led. It will be enriched by partnership with other organizations.

Park Partners

Who will help us; and their roles

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

Valley Forge's key partners

- **The Encampment Store (TES)**, the park's cooperating association, is a non-profit corporation that operates the retail shop and bookstore at the Visitor Center. Proceeds from the TES help support park programs. TES also collaborates with the park on developing and presenting programming such as guided trolley tours, supporting special events and developing interpretive products such as the CD audio driving tour of the park which enrich visitor experiences. TES applies for and manages grants on behalf of the park. The Encampment Store has both a cooperating association agreement and a cooperative agreement with the park.
- **The Friends of Valley Forge Park** is a nonprofit organization dedicated to both the preservation of the park and educating visitors. The Friends sponsor educational, interpretive and awareness programs, foster and encourage conservation, fundraise, and otherwise engage the community in the shared stewardship of the park. A General Agreement and a cooperative agreement formalize the partnership with the park.
- **The Valley Forge Convention and Visitors Bureau, Ltd. (CVB)** is a private, non-profit membership sales and marketing organization which promotes the Valley Forge area and Montgomery County as a convention site and leisure visitor destination by promoting patronage of its member hotels, restaurants, attractions and services. The CVB and the park have a strong partnership and work together to help support Visitor Center operations, marketing, and special event planning. CVB staff supervises and manage the volunteers that primarily staff the Visitor Center information desk. The partnership is formalized in a cooperative agreement.

Additional Partners

Multiple additional organizations are active partners and assist with special programming and events including:

- **Historic Philadelphia Incorporated:** a non-profit organization based in Philadelphia that is dedicated to enhancing the visitor experience and helping to strengthen the tourism industry through interpretation and interaction. HPI collaborates with the park on multiple seasonal programs such as the story telling benches and continues to develop new programming with the park.
- **Washington Memorial Chapel:** located on a private property within the park, this active congregation was started by Reverend Burke along with the Valley Forge Historical Society. Chapel is open for touring. Park and Friends of Valley Forge Park partner with the chapel on various special events and a speaker series.
- **Valley Forge NHP Teacher Advisory Team:** this group is made up of local teachers, district partner coordinators, and local academics. Advise park on education programming and teacher continuing education such as the annual institute.
- **Oneida Indian Nation:** this federally recognized Indian nation in central New York partners with the park in offering programming covering the role of the Oneida during the encampment and the Revolutionary War. They offer programs and participate in special events.
- **Schuylkill River National and State Heritage Area:** this organization celebrates the rich culture and history of the river watershed while advancing preservation, conservation and appropriate economic development. The park is located within the heritage area. The park has a position on the board of the heritage area and we collaborate on special events, interpretive and formal educational programming.

Support Needs

Tools and actions needed to be successful

Once the vision and actions have been identified, there may be some tools and actions needed to support the vision and direction. This section outlines things the division and interpretive program need to be successful. Details are included in the appendix.

Training

To ensure high quality, NPS staff will be involved with the planning, approval, training, monitoring, and evaluation of interpretive products and services provided on behalf of or in collaboration with the National Park Service. Park staff should be trained so they are able to collaborate and evaluate these products. Training should be comprehensive, active, ongoing, and planned in advance in order to address new scholarship and freshen skills, and strengthen employees' content knowledge. It should provide solid grounding in interpretation philosophy, techniques, and presentation skills. Content training alone is not adequate to develop staff and volunteer performance. Training competencies should be based on Office of Personnel Management (OPM)/Senior Executive Service (SES) competencies and Executive Core Qualifications.

Topics to be addressed through training should include but not be limited to:

- History: information about subject matter (for example, archaeological discoveries, new scholarship, etc.)
- Supervision and Leadership: basic supervisory skills and annual supervisor refresher courses.
- Coaching, auditing, and evaluating: supervisors coach staff and volunteers to improve individual performance and evaluate media and programming.
- Interpretation philosophy: information about communication philosophy, understanding and analysis of strengths and weaknesses of various interpretive approaches and media.
- Delivery, presentation, and interpretation skills: customer service, orientation skills, methods for delivering talks, tours, informal interpretation, organizing material; voice volume and projection, etc.
- Learning about and applying technology to interpretive programming such as writing for the web, planning and developing podcasts, etc.
- Dealing with sensitive and emotionally laden subjects and issues, such as race, slavery, religion, politics, economics, park controversies, and others.
- Dealing with contemporary and historical issues, connecting the past with present-day relevance.
- Facilitation skills for leading discussions and moving into free choice learning and experiential programming.
- Volunteer coordination: how to administer a volunteer program.
- Effective community outreach methods and approaches, and working with partners.

Research Needed for Interpretation

This section identifies additional research required to fully support the interpretive programming planned, as well as identifying research that may be completed but which is not yet accessible to interpretive staff and the public. Research needs will change over time.

The park will work with university partners for research projects. The following topics are identified as current research needs:

- Commemoration: including monuments, train station, Washington Chapel, reconstructed soldier huts, other landscape features.
- The Muster Roll Project: seek more soldier and civilian stories and narratives
- To unify park stories, identify the impacts/cause/effect between the park historical events and the area's cultural and natural resources.
- Research on how people learn: including experiential learning, multiple learning styles and theories and other theories of learning.
- Visitor research: Find out more about who our visitors are, where they come from (intellectually and geographically), and what they need or seek from visiting Valley Forge.

Identify Skills Needed / Position Management

This section identifies the types of new or currently missing skills that will be needed to accomplish the park's interpretation and education mission and vision. Skills should be identified toward the goal of sound position management. The days of adding "more people" as a solution have passed and parks need to consider other strategies to meet new demands and manage workloads through position management, partnering, or contracts.

A park should explore such questions as: What skills do we need? What skills do we have? Can we get things done with the people we have? If we use the people we have, is it cost-effective to train them for new skills? What duties can be reconfigured, reassigned, or eliminated? Are there opportunities to get services from people in other divisions? Can some jobs be shifted or redesigned now or when they become vacant? Are there opportunities to get work done through short-term or seasonal employment, or internships? Are there opportunities to get the work done through partners? Is this work best done in-house or is it more efficiently and professionally done through a contract? What skills would be needed to manage work done through those contracts?

Skills needed to carry out the interpretation and education program and strategies to get them:

- Full range of traditional interpretive skills such as developing and presenting talks and walks, informal interpretation, formal education programs, etc. Many opportunities exist to acquire these skills from computer based training to participation in professional conferences.
- Full range of ability to apply technologies to interpretive programming and formal education programming. Many opportunities exist to acquire these skills ranging from instruction delivered by NPS staff currently applying technology in the field, employing interns and seasonals with these skills that can augment permanent staff and provide instruction, taking classes at local colleges and universities, work with contractors to develop special applications, etc.
- Development and delivery of family centered programming and experiential programming. This can be accomplished through collaborating with partners who do this type of programming or by staff acquiring skills by working with partners, participation in professional meetings and conferences with sessions on these topics, participating in programming at sites that do this type of programming, attending formal training, etc.
- Expert use and targeting social networking platforms to build community, engage the community, accept and encourage user generated content, promote and market programs and special events, reach audiences that would not otherwise know what the park has to offer, and extend the network of park supporters. Skills in this area can be gained through personal use of these platforms, instruction provided by fellow employees, collaborating with partners, local library programming teaching the use of these media, etc.

Part III Annual Interpretive Plan/ Action Plan

How we will reach our goals: what we will do; who will do it; and when

These work plans are the link between vision and park operations. They outline the individual steps to reach broader goals and define the specific actions to be taken, identify who has primary responsibility for each action, identifies deadlines and provides other information needed to meet and measure goals. They are developed in teams—usually involving interpreters, but are improved when other people participate such as park managers, other divisions, selected stakeholders or partners, cooperating association staff, and others.

Action Plan

Table 1: Interpretive Action Plan FY2011

Action	Lead(s)	Deadline	FY2011	Comments
Continue work on Visitor Center exhibits	Deirdre Gibson Marc Brier	Ongoing		
Complete planning for enhancements at Muhlenberg Brigade	Ron Boice Deirdre Gibson Barb Pollarine	August 2011		
Study/Implement use of FMSS to manage interpretive operations	Megan OMalley Jeff Oates	Sept 2011		
Create ISP and SOP for Muhlenberg Brigade	Interpretive Staff	June 2011		
Create basic phone app with Guide By Cell	Megan OMalley Stephanie Loeb	August 2011		
Plan/Conduct Parkwide Seasonal Training	Stephanie Loeb	May 2011		
Operational Leadership Training-all permanents	John Waterman	Sept 2011		
Revise and redesign park unigrid folder	Pollarine	Fall 2012		
Provide training for staff on use of new technologies	Contractors NER staff	Ongoing		

Table 2: Special Events FY2011-2012

Event	Date	Lead Event Coordinator(s) 2011	Lead Event Coordinator(s) 2012	Comments
March In	December 19	Matlack		
Boy Scout Event	President's Day weekend	Brier		
French Alliance	First Weekend in May	Maugle		
March Out	June 19	Lange		
Veterans Day	November 11			
Memorial Day	May 30			

Interpretive Media

- **Revise and redesign the Official Park Brochure:** the Park’s general brochure has not been completely revised in more than 30 years. Based on the findings of the 2007 General Management Plan, the brochure requires updated maps, trail information, natural resources content and updated historical information.
- **Plan and produce Exhibits and Media for Visitor Center:** As part of the overall project to rehabilitate the Visitor Center, park staff will work with interpretive exhibit consultant to produce a media experience covering the history of the Valley Forge encampment, setting it in the context of the entire American Revolution, to inspire an increased understanding and appreciation of this place. The presentation will relate the story from multiple perspectives, use the latest scholarship, and introduce the themes, concepts, and ideas relevant to what the audience knows or has learned. The goal is to help connect them to the resources in the park that are tangible links to one of the most defining events in our nation's history.
- **Develop QR Codes for Wayside System:** Work with Harpers Ferry Center to develop QR code stickers for use on waysides. Users will scan the code into their smart phones to link to images, updated and expanded content and messages from the park and its partners
- **Complete Planning for Enhancing Visitor Experience at the Muhlenberg Brigade:** complete work with consultant to develop a more robust visitor experience at the site. Since site is staffed approximately 20% of the year, improvements are geared toward creating opportunities to learn about the encampment and its participants as a self guided experience.
- **Use New Media Platforms for Content and Program Delivery:** Generally, park staff needs to survey existing content and repurpose it for new media platforms including the cell phone, the web, social networking sites, distance learning and applications.

Education

- **Develop curriculum based programs for elementary, middle and high school students:** Park formal education programs are geared toward 4th-5th grades. Many districts have revised their curriculums and the Revolution is now taught at varying grade levels. Education programs need to be created for middle and high school levels and should be revised for the elementary level. Natural history based programs are needed as well. Any new education programs will support the Pennsylvania Standards of Learning in order to better connect the educational objectives of the local school groups to the meanings and significance of Valley Forge. Programs will engage learners in a variety of experiences and activities to address multiple learning styles. Programs

will encourage and move learners toward higher level concepts such as resource stewardship and protection.

- **Continue to use the Teacher-Ranger-Teacher Program:** this program employs teachers as seasonal workers with the aim of bringing their skills to bear on the park and its programs while offering participants an opportunity to experience the park as a rich classroom. Teachers are required to offer in service for their colleagues or lesson plans for the classroom that highlight the national parks and their resources.
- **Conduct Teacher Institutes:** Working with teacher advisors, park staff and partners, we will continue to offer teacher training/continuing education workshops. Workshops will focus on history and natural history content, place-based learning, use of primary sources and scientific information, applying technology to enrich classroom experience and integrating content across curriculums.

Personal Services

- **Refine Living History Programming at Muhlenberg Brigade:** Interpretation at the site provides an opportunity to tell the soldiers' story from a personal perspective highlighting the motivations and choices of the individual participant. Proximity to the Visitor Center provides easy access and once there - it is ideal for sharing the activities, sights and sounds of the encampment. It has the necessary interpretive props of reconstructed cabins and a sweeping view of the encampment site. Interpreters can share with the public the role of the soldiers, camp followers, and/or civilians to highlight the provocative stories of the encampment. Opportunities should be created to offer interactive and experiential programming at the site.
- **Continue Trolley Tours and Step on Guide Service:** park staff in collaboration with the Encampment Store, will continue to offer Trolley Tours through the park during the summer season. Staff will work together to refine tour outline and reduce redundancy between trolley tour content and content available at staffed sites throughout the park.
- **Develop Programming with Historic Philadelphia Incorporated:** Build on partnership to develop and offer programming at Varnum's Quarters during summer season. Look for additional opportunities to develop programming that is interactive and engaging in additional park locations.

Training

- **Conduct Volunteer/Staff Training:** conduct training in both content and interpretive technique including formal talks and walks, informal interpretation, learning styles, and family oriented programming and customer service.
- **Conduct/Host Training Necessary for Use of New Media:** training needed in writing for the web, using still and video cameras, editing software, distance learning technology and social networking sites.

Events

- **March-In (December 19th):** Commemorates the arrival of the continental Army on December 19, 1777
- **Boy Scout Weekend/President's Day Weekend:** Boy Scout Pilgrimage, sponsored by the Cradle of Liberty council, is the oldest continuous Boy Scouting event in the country Park staff provide

planning support and program delivery President's Day Weekend focus is on the life and achievements of General George Washington as Commander in Chief

- **National Park Week (third week in April):** Park hosts 5 mile Revolutionary Run, multiple volunteer word days and National Junior Ranger Day event.
- **French Alliance (first weekend in May):** Celebration commemorating the historic 1778 alliance between the United States and France, held on the same ground where the original celebration by the Continental Army took place
- **March-Out (June 19):** commemorates the army's departure from Valley Forge and the accomplishments they achieved during the encampment.
- **National Trails Day (1st Saturday in June):** national event celebrated locally by highlighting trail network, recreational and stewardship/volunteer opportunities.
- **National Public Lands Day (last Saturday in September):** national event that encourages people to lend a helping hand in caring for their public lands. Park hosts volunteer activities and an outdoor expo.
- **Memorial Day (last Monday in May):** commemoration of service to country and remembrance of those who served.
- **Veterans Day (November 11):** commemoration of service of all veterans who have served our country.

Appendix

Interpretive Themes 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 offers an easy way for people to see the concepts, ideas, 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.

Table 3.1: The Embodiment of the American Character

Interpretive Theme Statement	Concepts and Ideas <i>These are examples of the concepts and ideas that may be explored within each theme. Concepts and ideas are written as objectives.</i>	Topics and Stories <i>Examples of topics and stories that could be included in this theme.</i>
<p>The American Revolution created the United States. Today, we regard it as the embodiment of the values and ideals of the American people. Yet the historic record reveals a rich story of people who were divided by geography, culture, and class and torn by internal strife and uncertainty.</p>	<ul style="list-style-type: none"> • Describe how the 1777-78 winter encampment at Valley Forge represents a microcosm of the American Revolution, with its mix of people and personalities and the conflicts, complexities, and contradictions that characterized early America, the American Revolution, and the War for Independence. • Describe how after the encampment of 1777-78, Valley Forge came to symbolize redemption through suffering by commemorating the sacrifice and hardship that characterized the early encampment period and evolved into a prime symbol of American ideals and identity. • Trace the circumstances, reasons and means by which Valley Forge came to be a symbol of American character. • Explain how the pastoral setting of Valley Forge today setting belies the complexities, contradictions, and uncertainties of the Revolutionary period. • Compare and contrast the popular culture view of Valley Forge and the documented historical realities. • Explain how Valley Forge represents the "American resurrection" story with implications and connections to "civil religion" and patriotism. 	

Table 3.2: Choosing Loyalties

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>Americans' individual motivations and decisions about involvement in the American Revolution and the War for Independence ranged from the ideals of the Enlightenment, loyalty, and religious conviction to practical issues such as daily survival, the promise of freedom, and a secure economic future.</p>	<ul style="list-style-type: none"> • Describe how stories of military and civilian participants of the Philadelphia Campaign and the Valley Forge encampment reflect a spectrum of motivations and actions for their participation in the struggle for independence. • Describe principles of the Enlightenment and principles of natural law and how they affected and influenced the thinking of ordinary Americans. • Explore the paradox and evolution of concept of freedom and limited enfranchisement. • Explore how differences of opinion about the revolution were based on region, interests, class, gender, religion, age, etc. • Explain how divided loyalties caused deep divisions in families and communities. • Describe what it was like to be at the encampment. • Explore motivations for joining and staying in the Army. • Examine questions of sovereignty, proxies, land bounties their influence on expansion in the west. • Describe the treatment of patriots, traitors, and neutral parties. • Explain early attempts at confederation of the colonies (1750 Albany Conference, "Join or Die" cartoon). • Describe stories of behavior of people in wartime. 	<ul style="list-style-type: none"> • Officers • Enlisted soldiers • Camp followers, families and children • Civilians • Militia • Spies • Foraging parties • Quakers • African Americans • Officers' wives • Religious denominations • Mobs • Neutral parties • British officers and soldiers • King George III • French and other officers and foreign volunteers • Military and political actions • Taxes • Committees of Safety • Declaration of Independence • Stevens family • Varnum's quarters • Freedom for the enslaved • Concepts of duty and nobles oblige (class influence and responsibility) • Global economics including slave trade • Behavior of people in wartime

Table 3.3: American Strategy

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>How did the colonists defeat the most powerful empire in the world? As the War for Independence progressed, George Washington’s strategy focused on staying in the game: holding the army together and turning it into an effective fighting force.</p>	<ul style="list-style-type: none"> • Describe how, by placing the 1777-78 winter encampment at Valley Forge, so close to the main British Army in Philadelphia, Commander-in-Chief General George Washington cleverly chose a strategic position that enabled him to keep tabs on the British while keeping a safe distance. • Explain how Washington used the Valley Forge encampment to refine and reform the organizations and systems necessary to support and professionalize the Continental Army. • Explore how the encampment affected the war as a whole. • Explain why a unified manual of arms was a significant accomplishment intended to help unite the army. Explain differences between European and American armies and soldiers and consider why Von Steuben was compelled to explain “why” to soldiers. • Explain the Philadelphia Campaign/Brandywine and the strategy behind them. • Relate the story of burning the forge. • Analyze Washington’s directions about how Civilians should be treated. • Explore the relationships between Continental Army and militia. 	<ul style="list-style-type: none"> • Military engineers • Selection of Valley Forge: terrain and natural defense • Quartermaster corps • Defensive positions • Strategy • Greene • Von Steuben • Duportail • Wayne • Knox • Lafayette • Sullivan • Defenses built, earthworks, engineering • Discipline • Schuylkill River • Dissatisfaction • Washington’s Headquarters (“The instructions”) • Daily life during the encampment • Pessimism • Hope • The north side and access to it. • Military engineers • Correspondence from Headquarters, Philadelphia • Endurance • Duty • Loyalty • Philadelphia Campaign/Brandywine • Burning forge Dedication • Sullivan’s bridge • Loyalty to fellow soldiers, loyalty to home states/geographic regions • Harassing the British • “Making of the army” • Militia • Rifle units • Quarters for other officers – Varnum, Lafayette, etc. • GW’s tent • Log huts • Artillery drills/units and artillery park

		<ul style="list-style-type: none">• Archeology• Individual artifacts• Mutiny, courts martial, and provost marshal Pride• Hospital system• Medicine• Continental Army.• The “military city”• Washington’s Headquarters; careers of leaders• Leadership
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Table 3.4: Washington’s Leadership

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>More than any other factor, it was George Washington’s character - his leadership skills, political savvy, and personal integrity - that was the basis for the cohesion of the army and ultimate victory of the American cause in the Revolution and the War for Independence.</p>	<ul style="list-style-type: none"> • Explore how at the Valley Forge encampment, General George Washington faced severe challenges to his leadership and organization yet assumed and retained the responsibility to hold the army together. • Explore how the principle that the military was subordinate to civilian authority guided the actions of Washington and others. Describe the effects of this principle and in particular how Washington acted to respect it. • Describe Washington’s relationships with the Continental Congress and the states and his reasons for maintaining those relationships and strict protocols—even though he had the personal power, loyalty, and capital to act independently of them. • Describe the fierce loyalty people had to Washington; among people he knew and the general public. • Describe Washington’s reputation among his military and political rivals (including King George III, British military leaders, people who admired him and the people who didn’t). • Describe Washington’s relationships (successful and strained) with people such as Lafayette, Arnold, Gates, Wayne, and Charles Lee. • Describe how Washington was able to overcome reluctance and prejudices of the states and their people to unify the army and the country; sometimes seemingly single-handedly. • Trace and explore Washington’s career as a professional soldier. • Describe Washington’s experiences in the French and Indian War. • Describe Washington’s relationships with his military aides and their careers. • Describe Washington’s relationships with his generals, politicians and others. • Describe how Washington was challenged by and acted to balance regional interests. • Describe Washington’s reputation abroad. • Discuss Washington’s instruction on treatment of civilians. • Discuss Washington and military discipline. 	<ul style="list-style-type: none"> • Washington • Washington’s Headquarters • Careers of leaders Leadership General Washington during and after the war • Integrity • Washington’s orders, actions, and correspondence • Duty • People under Washington’s command in Headquarters: Tilghman, Laurens, Hamilton, Knox, etc. • Washington keeping Congress informed (how and why) • Responsibility Others such as Von Steuben, Lafayette • Conway Cabal • Martha Washington • Pensions • “Mentoring” by Washington • Catherine Greene; • Support by Martha Washington • Balance of regional interests • Concept of Revolution as a civil war • <i>Soldier/diarists such as JP Martin etc.</i>

Table 3.5: Global Conflict and Civil War

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>The American Revolution often is considered an internal struggle of the British empire; however it was not only a civil war but also a war that triggered conflict on a global scale as power and influence shifted, new alliances were created, and opportunities seized to even old scores.</p>	<ul style="list-style-type: none"> • Explore how the story of the Valley Forge encampment provides a window to the global scale and foreign involvement in the War for Independence through such factors as the French Alliance and the foreign volunteers and participants on both sides. • Describe the sources of conflict between nations in the New World (for example in the French and Indian War). • Describe global and western economics and politics of the 18th century including circumstances and effects of the slave trade. Explain the 18th century world economy and the major economic and military powers. • Explain the role and effect of foreign soldiers (like Hessians) result of political differences • Describe coordination with the French after Valley Forge. • Describe the roles and contributions of foreign volunteers. • Describe attempts to apply the ideals of the American Revolution in Europe. • Describe the French and Indian War & its effects. 	<ul style="list-style-type: none"> • French Alliance • Kosciuszko, Rochambeau and officers • Diplomacy • Hessians • French and Indian War • Foreign involvement and contributions • Taxes • British focus on the Caribbean • Wealth • Success • Empire • Relationships • Foreign volunteers such as: <ul style="list-style-type: none"> - Steuben, - Lafayette, - Duportail - DeKalb. - Kosciuszko - Rochambeau - Knox, etc • Hessians • British generals and admirals such as: <ul style="list-style-type: none"> - Lord William Howe - Admiral Sir Richard Howe - Cornwallis, - <i>Henry Clinton</i>

Table 3.6: Balancing Individual and the Common Good

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>The American Revolution forged an American identity that united both individuals and states around the ideals expressed in the Declaration of Independence, despite the paradox and tension inherent in subordinating individual liberties and state interests to common goals and the common good.</p>	<ul style="list-style-type: none"> • Explore how, despite the drama of deprivation, disagreement, intrigue over leadership, personal animosities, factions of despondency and pessimism, as well as the uncertainty of the outcome, a stronger, more disciplined, organized, and professional national army emerged from the Valley Forge encampment with a renewed sense of confidence and identity. • Explore how, despite the complexities of the encampment, the Valley Forge story became symbolic shorthand for subsequent generations as they contributed to the evolving, pastoral landscape set aside to celebrate heroic suffering and sacrifice and to instill a sense of gratitude, inspiration, and patriotism. (<i>Commemorating the encampment period</i>) • Describe the evolution of the Continental Army as a national institution and describe the scope of the influence it had (as an institution and through individual participants). 	<ul style="list-style-type: none"> • Relationships with Congress • Relationships among the States • GW 's unified manual of arms (the instructions ") and training • Thomas Paine's "The Crisis" and other writings • The press • Propaganda • The Declaration of Independence • The Articles of Confederation • States • Continental Congress • Pensions • After the war • Propaganda • Spying • E pluribus Unum • Washington • Steuben • Greene

Natural Resource Themes

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

Note: History, culture, and natural resources are the result of complex mixes of influences, circumstances, events, and effects, so there will be overlap for some areas. If there is overlap, use your first impression to guide the best fit; the important thing is not so much where a topic fits than does it fit? Ultimately, exactly which concept a specific park topic or program fits under will depend upon the particular approach to a story.

Table 4.1: Natural Recourses as the Foundation for History

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>The long history of land use at Valley Forge is directly related to the availability and distribution of natural resources on the landscape and the condition of natural resources has, in turn, been significantly altered through time as a result of war, industry, agriculture, and preservation.</p>	<ul style="list-style-type: none"> • Describe how the landscape influenced Washington’s selection of Valley Forge for the winter encampment and the impact of the encampment on the resources in the park. • Describe how features of the landscape influenced development of the Village of Valley Forge. • Describe how the landscape and its natural resources have been devastated numerous times from the overwhelming effects of war, industry, and agriculture. • Describe and illustrate how the landscape of the park reflects the imprint of the layers of preservation and commemoration that included reconstruction, beautification, active recreation, and naturalization initiatives. • Explain how preservation and commemoration at Valley Forge continue today and how contemporary efforts are visible in the landscape. • Invite people to consider how commemoration (and its methods) is defined by the context of the time in which the commemoration took place. • Shows people how to read the landscape and interpret the various commemorative layers and see how the landscape has changed over time. • Describe what VF looked like then (encampment and later) and explain why it looks different now. 	<ul style="list-style-type: none"> •Commemorative landscape •Log huts •Memorial Chapel •Monuments •Dogwood grove and allees •Boy Scouts and Jamboree •Preservation and commemoration •Myths and legends (post 1876) •Decisions about what to preserve •Remembering/honoring the story •Designed features •Authors who wrote books about Valley Forge •Limestone quarries •Karst landscape •Ehret Magnesia •Schuylkill River •Valley Creek •Link between location of forges and available resources •Valley Forge State Park •Impounding basins •Dammed streams

	<ul style="list-style-type: none">• Describe changes in land use over time and the impacts on natural resources; Invite audiences to consider how understanding of past land use change contributes to management of contemporary natural resources and landscapes.• Describe trends in resource condition over time related to both historic and contemporary human activities.• Illustrate Valley Forge’s diverse natural resources that are significant both culturally and ecologically.• Describe how the natural landscape at Valley Forge changed throughout history in response to changes in land use, shifts in societal values and social movements, an evolving ethic of resource stewardship, and changes in the pressures placed on natural resources from both within and outside the park boundary.• Explain how the landscape observed by visitors today bears the imprint of natural, cultural, and societal changes that can promote a deeper understanding and appreciation of the story of Valley Forge and why it is a special place for generations of Americans.	
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Table 4.2: Changing Values of Natural Resources and Stewardship Affected Over Time

Interpretive Theme Statement	Concepts and Ideas	Topics and Stories
<p>The landscape and natural resources of Valley Forge have been valued differently over time by generations of Americans in response to changing societal values, social movements, and an evolving ethic of resource stewardship.</p>	<ul style="list-style-type: none"> • Trace how citizens have worked to preserve Valley Forge since the mid-19th century and how each generation assumed responsibility to protect the place and how they redefined and re-imagined commemoration treatments for the site. • Describe how patriotism (and other social movements) motivated people to work to preserve Valley Forge. • Explain the connection between the Civil War and veterans and creation of Valley Forge Park. • Describe trends in resource condition and diversity over time related to both historic and contemporary human activities and changing resource values and stewardship strategies. • Explain how habitat and open space outside the park is reduced, Valley Forge has become increasingly valuable as a regional bio-refuge and destination for renewal and recreation which has led to new challenges for resource protection and management. • Show and invite audiences to consider how the park protects a variety of habitat types, each of which supports an impressive diversity of native wildlife. • Describe the local, regional, and national significance of key natural resources (e.g. grassland habitat, Valley Creek, etc.) • Describe contemporary natural resources and processes and the relationship between abiotic and biotic components of park ecosystems. Promote understanding of ecosystem diversity, resiliency, and health. • Promote understanding of the relationship between the condition of natural resources within the park and human activities and the environment outside the park. Invite audiences to consider how their actions outside the park boundary may influence resources within the park. • Invite audiences to consider how urbanization of the environment outside the park has influenced how people value the natural resources of Valley Forge. • Explain what natural resources tell us about past park environments (e.g. paleo-environment). 	<ul style="list-style-type: none"> •Rev Burke Brown (orator) •Valley Forge Society •Dogwood grove and allees •Boy Scouts and Jamboree •Events and protests held in the park •Reflections of GW and others on the place and its meaning •Preservation and commemoration •Development and manipulation of meaning •Value of green space and recreation opportunities in an urban area •Decisions about what to preserve •Patriotism •Social Movements •Civic Leaders •Designed features •Past and present volunteers •People who established the park •The Centennial Association •The role of Civil War Veterans in shaping the stories •Anna Morris Holstein •Hartranft •W.S. Hancock • Wetland habitats • Upland habitats • Conservation principles • Biodiversity • Ecosystem management • Ecology • Native vs Non-native, invasive species • Threats to natural resources from within and outside park

		<p>boundaries</p> <ul style="list-style-type: none">•Valley Forge State Park•Schuylkill River•Valley Creek•Opportunities for stewardship•Karst landscape•Geologic formations•Commemorative landscape <p>The preservation of biotic and abiotic resources at Valley Forge as a globally shared conflict between the protection of the resources and their use involving multiple user groups and park stakeholders.</p>
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Table 5: Interpretation Locations, Functions, Contents, and Services

What will visitors experience?

Location	Function	Interpretive Content	Interpretive Media	Personal Services	Historic Use
Visitor Center	Orientation Center	<ul style="list-style-type: none"> - Introduction to the VAFO story, context, and effect -Introduction to commemoration story at VAFO - Overview of natural and cultural resources 	<ul style="list-style-type: none"> - Orientation - Film - Park brochure - Museum -Exhibits - Podcast tours - Computer Kiosks: virtual Valley Forge tours -cell phone tour 	<ul style="list-style-type: none"> - Orientation and customer service - Informal Interpretation - Starting point for personal services: <ul style="list-style-type: none"> - walking tours - bus/trolley tours - talks - education programs - Jr. Ranger programs 	1976 PA State Park Visitor Center
Washington's Headquarters	Interpretation	<ul style="list-style-type: none"> - Washington's Leadership Military leadership Political context of the encampment - Preservation story 	<ul style="list-style-type: none"> - Furnished historic house exhibit - Waysides - Podcasts -cell phone tour 	<ul style="list-style-type: none"> - Interpretive talks - Living history & demonstrations - Education programs - Podcasts - Greater visitor access to rooms with reproduction furnishings for resource immersion experience 	<ul style="list-style-type: none"> - House used as encampment headquarters -Washington, Headquarters preserved by local citizens (preservation/ commemoration story) - Village of Valley Forge
Train Station	Orientation and Interpretation	<ul style="list-style-type: none"> - Washington's leadership - Military leadership - Political context of the encampment - Commemorative story -headquarters staff and their work 	<ul style="list-style-type: none"> - Exhibits, videos 		<ul style="list-style-type: none"> - Reading RR Train Station built near Washington HQ to highlight stature of RR and commemorate HQ - Station was for visitors from Philadelphia to Valley Forge

Dewees House, Barn, and Stable	Support for Special Events and Programming		- Special events public programming. - "Comfort" facilities for special events.		
Muhlenberg's Brigade	Interpretation	<ul style="list-style-type: none"> - Explain the terrain, reason for locating the encampment at Valley Forge - Common Soldier's motivations , equipment, shelter, daily life, drill, weather 	<ul style="list-style-type: none"> - Reproduction soldier huts - View of the Grand Parade Ground - View of route to Philadelphia 	<ul style="list-style-type: none"> - Living history and demonstrations, special events 	Site of brigade encampment for General Peter Muhlenberg, VA
The Grand Parade	Interpretation	<ul style="list-style-type: none"> - Training, drilling troops and building the Continental Army - Leadership of Von Steuben - Foreign involvement (Steuben, French Alliance, for example.) - Impact on civilians - Impact of the French Alliance on the momentum of the war 	<ul style="list-style-type: none"> - Unimpaired view s Because this is an unaffected view, it is a key location for public programming - Statue of Steuben - Waysides 	<ul style="list-style-type: none"> - Living history demonstrations - Special events - Key location for interpreting the drilling and daily events of camp -Junior Ranger program includes nature and history 	The "main stage" and historic public "heart" of the encampment—the site of training, gathering, celebration
Stephens Farmhouse	Interpretation and support for interpretive programming	<ul style="list-style-type: none"> - Impact on civilian life - The role of the Grand Parade 	<ul style="list-style-type: none"> - exhibits 	<ul style="list-style-type: none"> - Personal services regularly needed. (Not regularly staffed) 	Farmhouse reflects multiple periods and restorations over time

Walnut Hill	Interpretation	<ul style="list-style-type: none"> - Quartermaster, commissary; how the supply system affected the encampment (specifically) and the Continental Army (in general). - Military and civilian interactions and markets - Connection between the encampment and activities in the region and in the colonies - Natural resources and restoration; key habitats for birds and other animals; desilting basins 	<ul style="list-style-type: none"> -waysides -podcasts -cell phone tour 	<ul style="list-style-type: none"> - No personal services planned for this area - Nature Walks 	<ul style="list-style-type: none"> Commissary and quartermaster Corps Scientific Farming River clean up
Varnum's Quarters	Interpretation	<ul style="list-style-type: none"> - African American soldiers' service and contributions, and experiences - Slavery story in Eastern Pennsylvania -impact on civilians 	<ul style="list-style-type: none"> - Waysides -furnished historic house 	<ul style="list-style-type: none"> - Interpretive Talks -partner programming 	<ul style="list-style-type: none"> Headquarters for James M Varnum, commander of the Rhode Island Regiment, made up of African American and white soldiers.
Star Redoubt	Interpretation	<ul style="list-style-type: none"> - Military defense and strategy - Archaeology 	<ul style="list-style-type: none"> -Reconstructed Redoubt; earthen fortification. 	<ul style="list-style-type: none"> - Interpretive talks - Education programs. 	
Artillery Park	Interpretation	<ul style="list-style-type: none"> - Artillery role, functions, and contributions to the army - Leadership of Henry Knox 	<ul style="list-style-type: none"> - Waysides 	<ul style="list-style-type: none"> - Living history - Historic weapons demonstrations (Artillery). 	<ul style="list-style-type: none"> Continental Army artillery storage and repaired
Education Center	Education	<ul style="list-style-type: none"> - Education and Meeting Space 		<ul style="list-style-type: none"> - Education programs - Teacher Institutes 	

Monuments	Interpretation	- Commemoration	- Waysides Brochures Technology-based: Pod Casts, CD/DVD Tours, cell phone tour	- Tours (conducted activities including bus and trolley)	-part of state administration of park plan to beautify and commemorate encampment
Washington Memorial Chapel	Interpretation Active Church	- Commemoration Washington's Leadership - US Military overtime	- Technology-based: Pod Casts, CD/DVD Tours, cell phone tour	- Tours (conducted activities including bus and trolley) - Interpretive Talks -partner programming	Chapel built in 1917 to commemorate Washington and the US Military from Valley Forge on

Audience Profiles

Because audience information is used to support choices about visitor experiences, priorities, and targeted audiences and how best to reach them, audience profile and demographic information helps new staff, supervisors, and managers to understand park audiences.

This information can be demographic, quantitative, or qualitative information that describes current or potential audiences and their attitudes or needs. It may describe characteristics and attitudes of people who don't visit parks. This information may be included as a simple link to information from convention and visitor bureaus or other similar organizations.

Visitation at Valley Forge was just over 1.3 million in 2010, which has held relatively steady over the past 3 years. Approximately 10% went to the Visitor Center and visited Washington's Headquarters. A high proportion of regional users, perhaps as high as 75%, come frequently and primarily for recreation (walk, bike, run, picnic). Surveying done as part of the GMP process revealed that approximately 35% of these users come to the park more than 6 times per month. These people use the park differently than history destination visitors; bypassing the buildings, using trails and parking lots. They are interested in information/interpretation being delivered in nontraditional ways and at times when park buildings and sites are not staffed. The park currently has counters in six locations including trail heads, entryways, and parking lots from which data is collected monthly. In addition, the park works with partners such as the Valley Forge Convention and Visitors Bureau and the Greater Philadelphia Tourism and Marketing Corporation to gain information on regional users and destination visitors.

Table 6: Interpretation and Education Division Organizational Chart

Position	Title	Status	Grade	Number	Comments
Deputy Superintendent	Serves as Chief of Interpretation	Perm	GS-14	1	Supervises the Interpretation Division directly, second level Supervisor for other park Divisions
Park Ranger	Supervisory Park Ranger	Perm	GS-11	1	
Park Ranger	Interpretive Rangers	Perm	GS-9	8	
Park Ranger	Interpretive Ranger-Media Specialist	Perm	GS-7/9	1	Serves as park webmaster
Park Guide	Interpretive Ranger	Seasonal	GS-04	7	
Visitor Use Assistant	Visitor Use Asst	Perm	GS-05	1	

The Servicewide Interpretive Report (SIR) (optional)

Because it contains information and statistics about park interpretive programming, one or more years of SIRs reports (up to three) may be included in the appendix. The Servicewide Interpretive Report is a one-page document and a copy of the report may be found on INSIDENPS <http://inside.nps.gov/sir/>

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U.S. Department of the Interior

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Form 10-769 (Rev 8/98) UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
SERVICEWIDE Interpretive REPORT

(This record is editable)

Park Org. Code:	Unit Name:	Fiscal Year:
VAFO	Valley Forge National Historical Park	2010

Funding Sources

Fiscal Year Interpretive Expenditures

• Park Interpretive Funds Spent (ONPS Base only)	\$950,553
• Servicewide Fee Funds Spent	\$0
• Reimbursable Fee Funds Spent (16USC 1a-2g)	\$7,400

Interpretive Staffing for Fiscal Year

• Permanent FTE	9.84	No. of Perm Positions	10.0
• Temporary FTE	3.40	No. of Temp Positions	9.0
Total FTE	13.24	Total Positions	19.0

Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
• Visitor Centers/Contact Stations		2		2.60	210,232		\$195,677	\$0
• Informal Interpretation				4.50	156,019		\$338,672	\$0
• Formal Interpretation	1,488			0.80	21,466		\$60,208	\$0
• Demonstrations & Performing Arts	1,216			1.10	20,179		\$82,786	\$0
• Junior Ranger Programs				0.20	412		\$15,953	\$0
• Special Events	7			0.40	1,783		\$30,104	\$0
• Education Programs	519			0.30	11,398		\$23,930	\$0
Subtotal Personal Services	3,230	2		9.90	421,489		\$747,330	\$0

Non-Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
• Park-Produced Publications				6	0.10	132,592	\$7,977	\$0
• Audio-Visual/Electronic Media				8	1.00	128,023	\$79,765	\$0
Subtotal Non-Personal Services				14	1.10	128,023	\$87,742	\$0

Outreach Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
• Community Programs	50			0.10	1,400		\$7,977	\$0
• Loan Materials	52			0.00	40		\$0	\$0
• Park Web Site				0.20			\$15,953	\$0
Subtotal Outreach Services	102			0.30	1,440		\$23,930	\$0

Column Totals	3,332	2		14	11.30	550,952	132,592	\$859,002	\$0
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Program Highlight

Park has developed formal education programming for home-school students and is working with the local network of providers; we hosted 1211 participants in two home-school day events. Used Alice Ferguson Foundation funding to transport over 800 students to park for participation in environmental education programming. Began an outreach program with neighborhood organizations such as the Police Athletic League and a Junior Ranger summer camp in partnership with a local township parks and recreation program. TRT candidate was an 8th grade local teacher; focus of work was assisting park in evaluating and upgrading on line resources for teachers. Expanded social media to include Facebook, Twitter, YouTube and produced 5 podcasts in house. Increased seasonal positions by 25% resulting in a 129% increase in formal tours offered.

Report prepared by: Stephanie Loeb Date: 10/29/10 Phone number: 610-783-1013

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