



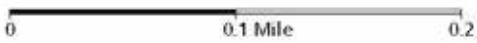
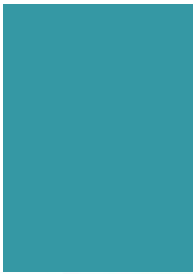
Foundation Document

Boston African American National Historic Site

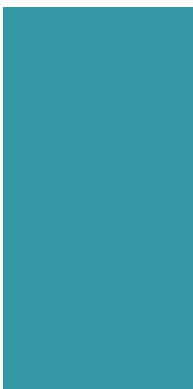
Massachusetts

November 2015





- Black Heritage Trail®
- Black Heritage site
- Rapid Transit stop



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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 US 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.

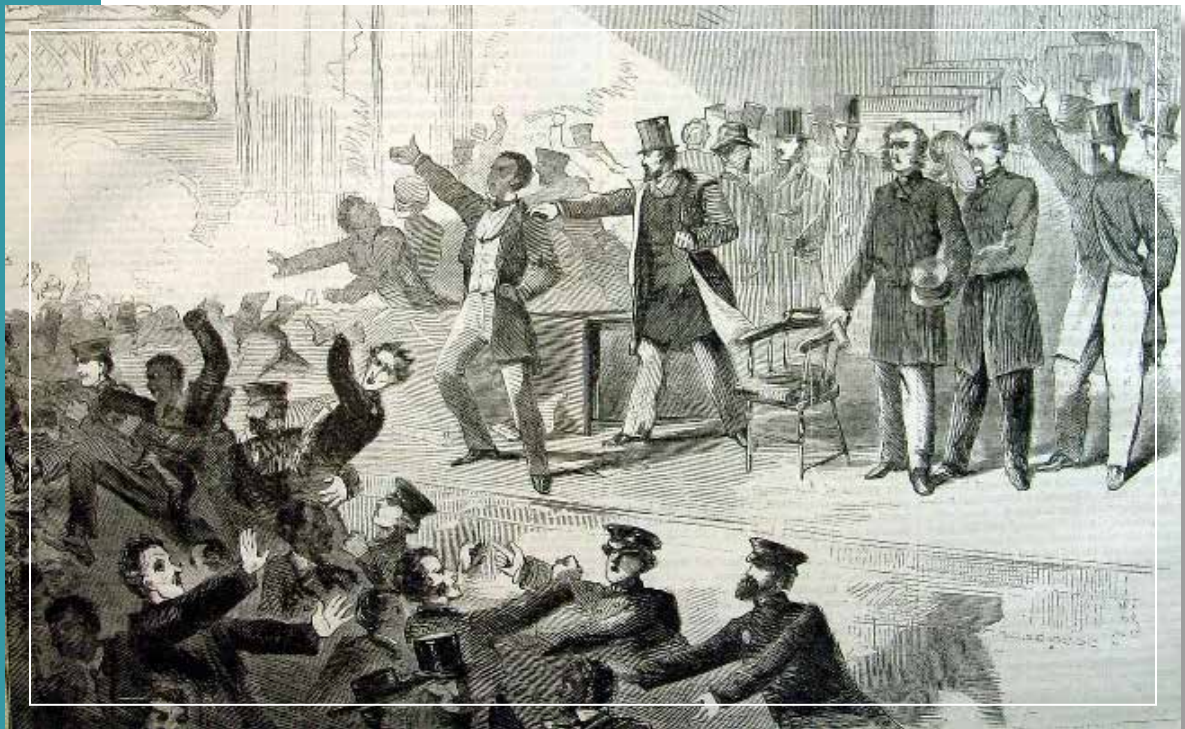
Introduction

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.

On December 5, 2014, a group of Boston African American National Historic Site staff, NPS regional specialists, and outside stakeholders participated in a foundation workshop to develop statements of the park purpose, park significance, interpretive themes, and fundamental resources and values. Workshop participants developed draft statements, which were subsequently refined by park staff.

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 Boston African American National Historic Site 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

As defined in the enabling Public Law 96-430 on October 10, 1980, Boston African American National Historic Site comprises historic properties related to African American settlement on Boston's Beacon Hill prior to the Civil War that are located with a boundary depicted on the "Boundary Map, Boston African American National Historic Site," numbered BOAF-80,000, March, 1980. Each identified historic property is on the Black Heritage Trail®.

Boston African American National Historic Site, located primarily on the North Slope of Beacon Hill in Boston, was one of the largest 19th-century African American neighborhoods in a northern US city.

Massachusetts became the first state, in 1783, to declare slavery unconstitutional. This led free blacks to settle in Boston on the North Slope of Beacon Hill, where they formed a thriving community. Boston African American National Historic Site includes 15 historic sites stretching along the 1.6-mile Black Heritage Trail. The Museum of African American History is located in the African Meeting House and the adjacent Abiel Smith School. The African Meeting House (1806) is the oldest documented African American church building in the United States. It served as a forum for the abolitionist movement. William Lloyd Garrison founded the New England Anti-Slavery Society here in 1832. Boston's North Slope residents were deeply involved with the Underground Railroad and assisting fugitives from slavery. One of the sites of the Boston African American National Historic Site, the Lewis Hayden House, was the home of a fugitive slave who became Boston's most daring fugitive assistant. The Abiel Smith School (1835) is an outgrowth of one of the nation's first schools for African American children. Nearby, the Phillips School became one of Boston's first integrated schools after a successful struggle to end segregated schools in 1855. Other buildings of the Boston African American National Historic Site were either homes or meeting places of African Americans active in community and antislavery activities.

The Robert Gould Shaw and 54th Regiment Memorial, which memorializes the African American Civil War regiment that was enlisted on the North Slope of Beacon Hill and was the first such regiment from the North, also is part of the park. It is located on Boston Common.

The visitor experience of Boston African American National Historic Site entails visits to the Museum of African American History, walking tours guided by park rangers, and self-guided tours following the Black Heritage Trail. Park visitation in 2013 was 386,084.

Boston African American National Historic Site is administered by Boston National Historical Park. Overlapping geography and corresponding themes have influenced the development of a joint visitor orientation facility at Faneuil Hall and other collaborative interpretive and educational programming initiatives. In 2013, Boston African American National Historic Site was organizationally integrated along with Boston Harbor Islands National Recreation Area into Boston National Historical Park, creating the National Parks of Boston.

Park Purpose

The purpose statement identifies the specific reason(s) for establishment of a particular park. The purpose statement for Boston African American National Historic Site 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 October 26, 1974 (see appendix A for enabling legislation and subsequent amendments). The purpose statement lays the foundation for understanding what is most important about the park.

The purpose of BOSTON AFRICAN AMERICAN NATIONAL HISTORIC SITE is to preserve and interpret historic properties of outstanding national significance located in Boston, Massachusetts, that are associated with Boston's African American community and its leading role in redefining freedom and promoting the abolition of slavery prior to the Civil War.



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 Boston African American National Historic Site, 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 Boston African American National Historic Site. (Please note that the sequence of the statements does not reflect the level of significance.)

1. North Slope of Beacon Hill preserves and evokes Boston's primary African American community between the late-18th century and the Civil War. Developing some of the country's earliest African American institutions, this community was a center of the abolition, human rights, and equal rights movements and was a major Underground Railroad location.
2. The African Meeting House is the oldest extant African American church building in the United States. It served as a school and was a gathering space for abolitionists and equal rights activists.
3. Abiel Smith School is the first public school and the first school building intended for African Americans in the country.
4. Robert Gould Shaw and 54th Regiment Memorial commemorates the first African American regiment to fight for the Union Army in the Civil War.



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 Boston African American National Historic Site:

- **Historic Buildings and Structures** – Boston African American National Historic Site comprises 13 historic properties related to African American settlement on Boston’s Beacon Hill prior to the Civil War.
- **African Meeting House and Abiel Smith School** – The African Meeting House is the oldest extant African American church building in the United States. Abiel Smith School is the first public school and the first school building intended for African Americans in the country. Both are managed by the Museum of African American History.
- **Robert Gould Shaw and Massachusetts 54th Regiment Memorial** – The Robert Gould Shaw and 54th Regiment Memorial commemorates the first African American regiment to fight for the Union Army in the Civil War.
- **Heritage Trails** – Black Heritage Trail, a 1.6-mile walking route, links the 15 sites that are part of the Boston African American National Historic Site. Boston’s Trails to Freedom includes the Freedom Trail and the Black Heritage Trail, both promoted through the Boston National Historical Park.
- **Beacon Hill Neighborhood** – The Historic Beacon Hill District is one of Boston’s oldest neighborhoods, being built up primarily between the American Revolution and the Civil War. Part of the neighborhood housed Boston’s social elite and part housed the city’s African American community.



Related Resources

Boston African American National Historic Site related resources and values, which are located outside the park boundary and are not mentioned in the park’s legislation, but have interpretive or contextual value that is significant to and supportive of the park’s fundamental resources and values.

The following other important related resources have been identified for Boston African American National Historic Site:

- **Faneuil Hall NPS Visitor Center** – Serves both the Boston African American National Historic Site and Boston National Historic Park, emphasizing their complementary stories through the “Trails to Freedom” theme.
- **Site of David Walker/Maria Stewart House, 81 Joy Street** – Home of African American activist and author of *An Appeal to the Coloured Citizens of the World (1829)*; later home of early activist Maria Stewart.
- **John T. Hilton House, 73 Joy Street** – Home of African American businessman and activist; with 69 and 71 Joy Street, it is a rare survival of an 1820s brick townhouse cluster; in African American ownership 1825–1875.
- **Robert Roberts House, 71 Joy Street** – Part of an 1820s brick townhouse cluster; home to early African American author and father of leader in school desegregation battle; illustrates early African American migration and employment.
- **Putnam/Johnson House, 69 Joy Street** – Home for decades of fugitive Robert Johnson and his family; three sons served in Civil War; the house is part of rare 1820s brick townhouse cluster.
- **Site of Coffin Pitts House, 67 Joy Street** – Home of leading African American political activist and entrepreneur; sheltered fugitive Anthony Burns in 1854.
- **Second Site of Home for Aged Colored Women, 27 Myrtle Street** – Site of unique, neighborhood-based home for aged created by interracial effort; on this site 1864–1900.
- **Site of Henry I.W. Thacker House, 5 Phillips Street** – Home of prominent African American caterer and his family; site of fugitive incident in 1847.
- **Site of Twelfth Baptist Church, 43-47 Phillips Street** – Site (1850–1903) of church known as “fugitive slaves’ church” of Boston and of ministry of activist Leonard Grimes.
- **Site of John Sweat Rock House, 81-83 Phillips Street** – Site of the home of African American physician and activist and of boardinghouse harboring documented fugitives.
- **Thomas Paul House, 36 West Cedar Street** – Home of pastor of the African Meeting House from 1806 to 1829.
- **Site of John A. Andrew House, 110 Charles Street** – Site of home of Massachusetts attorney, fugitive assistant, and Civil War governor who convinced President Lincoln to authorize nation’s first African American regiments.

- **George and Susan Hillard House, 62 Pinckney Street** – Home of long-time law partner of Charles Sumner and active shelter for fugitives.
- **Charles Sumner House, 20 Hancock Street** – Abolitionist and Massachusetts senator; argued case for desegregation of Boston schools and fought for Civil-War-era equal rights amendments.
- **Camp Meigs Field and Memorial, Stanbro Street, Hyde Park** – Training ground for 54th Regiment, 55th Regiment, and 5th Cavalry during Civil War.
- **Tremont Temple, 88 Tremont Street** – The original Tremont Temple Baptist Church (1827–1896) was opposed to slavery and was the scene of abolitionist meetings.
- **Statues of historic figures related to Boston African American National Historic Site**, including Crispus Attucks, William Lloyd Garrison, Wendell Phillips, Charles Sumner, Phyllis Wheatley, Boston Common, Public Garden, Commonwealth Avenue Mall.



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 Boston African American National Historic Site:

- **Building community through faith, education, and activism** – Black Bostonians created a vibrant community through shared and sustained commitment to education, faith, and political and social activism.
- **Abolition and the struggle for human rights** – Boston’s African American community and its allies helped lead the city and the nation in the struggle against slavery and injustice, creating a second American Revolution that redefined freedom.
- **The Underground Railroad** – The North Slope of Beacon Hill was a center of the Underground Railroad and resistance to the Fugitive Slave Act.
- **54th Massachusetts Volunteer Infantry**. The 54th Massachusetts Volunteer Infantry, the first African American regiment established in the North (1863), served with honor and helped secure Union victory, contributing to the end of slavery in the United States.



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 Boston African American National Historic Site.

Special Mandates

- There are no special mandates for Boston African American National Historic Site.

Administrative Commitments

- There is a cooperative agreement between Boston African American National Historic Site and the Museum of African American History related to collaboration, funding, resource protection, programming, and exhibits.
- Boston African American National Historic Site is administratively managed and supported under the umbrella organization of the Boston National Historical Park.



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	Historic Buildings and Structures
<p>Related Significance Statements</p>	<p>1. North Slope of Beacon Hill preserves and evokes Boston’s primary African American community between the late-18th century and the Civil War. Developing some of the country’s earliest African American institutions, this community was a center of the abolition, human rights, and equal rights movements and was a major Underground Railroad location.</p>
<p>Current Conditions and Trends</p>	<p>Conditions</p> <ul style="list-style-type: none"> • Only the exterior condition of privately owned properties can be evaluated. Buildings on Beacon Hill are generally in good condition because of the care and maintenance of the owners of these properties. <p>Trends</p> <ul style="list-style-type: none"> • The buildings are located in the Historic Beacon Hill District, where the Beacon Hill Architectural Commission exercises control over the exterior appearance of the structures. The National Park Service interprets and provides technical assistance and financial resources for these sites.
<p>Threats and Opportunities</p>	<p>Threats</p> <ul style="list-style-type: none"> • The aging structure of historic buildings can make them difficult to maintain in good condition. • There are pressures to alter and redevelop properties in the neighborhood, including the privately owned buildings within the park boundary (though the Beacon Hill Architectural Commission’s regulations help protect the exterior appearance of the structures in the Historic Beacon Hill District). • Limited staff and financial resources, constrain the capability of Boston African American National Historic Site to interpret the sites and provide a fulfilling visitor experience. • Limited signs inhibit visitor use of Boston African American National Historic Site. • Climate change may eventually produce flooding on the streets surrounding Beacon Hill. This could affect the physical condition of the neighborhood as well as the neighborhood’s long-term demographics. <p>Opportunities</p> <ul style="list-style-type: none"> • There are opportunities for expanded interpretation and an enhanced visitor experience at additional identified historic sites on Beacon Hill and in other Boston neighborhoods whose stories are related to the themes interpreted by Boston African American National Historic Site. • Community groups that have a stake in Boston African American National Historic Site include the Beacon Hill Scholars as well as interested African American cultural and social groups in Boston. Partnerships with these groups could enhance interpretation of the park and its historic themes. • The Abiel Smith School facility has the potential to become more of a community amenity.
<p>Data and/or GIS Needs</p>	<ul style="list-style-type: none"> • None identified.
<p>Planning Needs</p>	<ul style="list-style-type: none"> • A historic structure report should be completed for the exterior of all historic buildings identified as being in the Boston African American National Historic Site.

Fundamental Resource or Value	Historic Buildings and Structures
<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">• Historic Sites Act of 1935• National Historic Preservation Act of 1966, as amended (16 USC 470)• Archeological and Historic Preservation Act of 1974• Executive Order 11593, "Protection and Enhancement of the Cultural Environment"• "Protection of Historic Properties" (36 CFR 800)• The Beacon Hill Architectural Commission exercises control over the exterior appearance of the structures in the Historic Beacon Hill District <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 28: Cultural Resource Management• The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation• The Secretary of the Interior's Standards for Rehabilitation & Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings• The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes



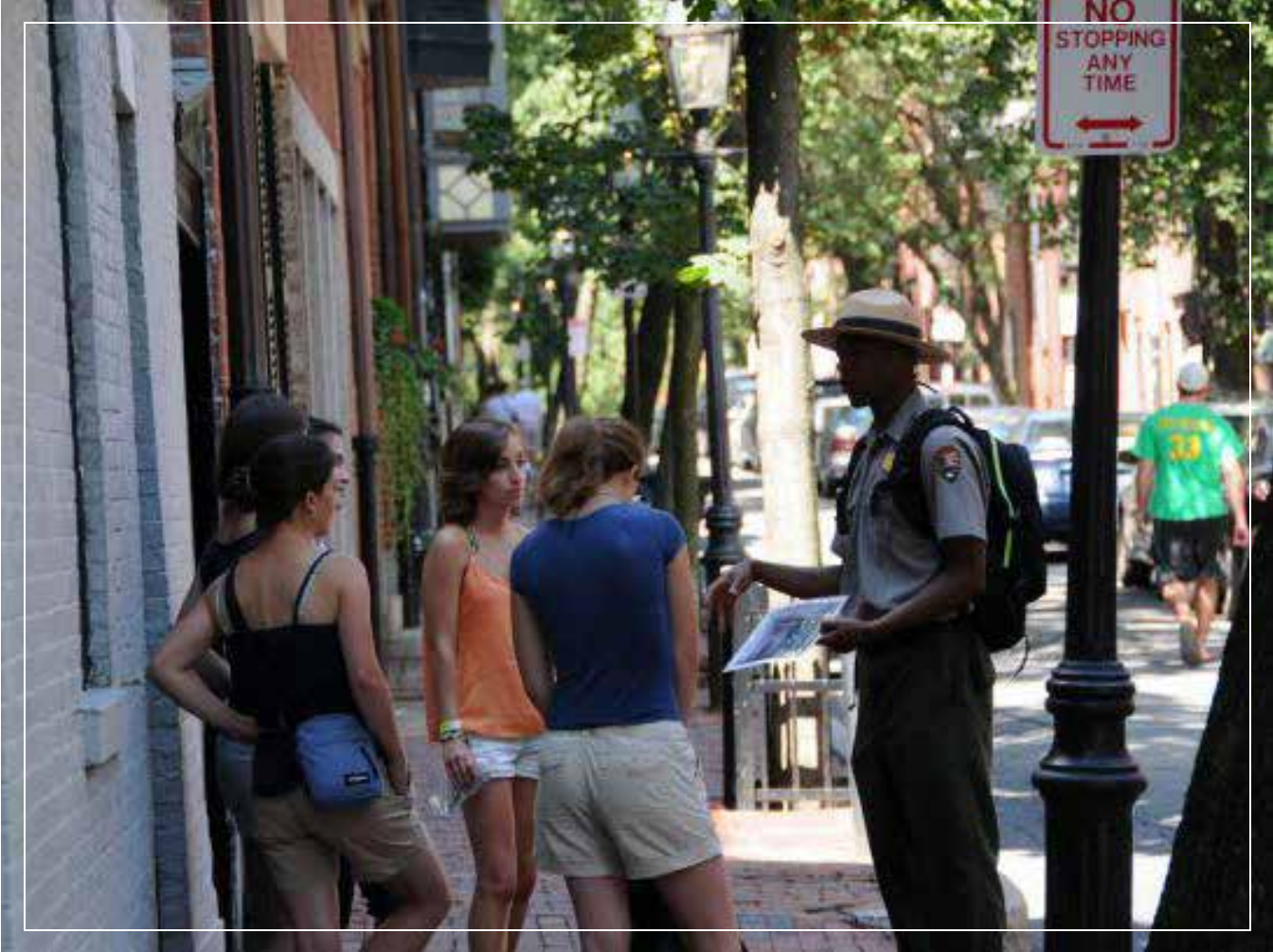
Fundamental Resource or Value	Museum of African American History – African Meeting House and Abiel Smith School
Related Significance Statements	<ol style="list-style-type: none"> 1. North Slope of Beacon Hill preserves and evokes Boston’s primary African American community between the late-18th century and the Civil War. Developing some of the country’s earliest African American institutions, this community was a center of the abolition, human rights, and equal rights movements and was a major Underground Railroad location. 2. The African Meeting House is the oldest extant African American church building in the United States. It served as a school and was a gathering space for abolitionists and equal rights activists. 3. Abiel Smith School is the first public school and the first school building intended for African Americans in the country.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • The Museum of African American History owns the African Meeting House and manages the Abiel Smith School under a long-term lease with the City of Boston. • The African Meeting House is in good condition, having recently undergone rehabilitation. The Museum of African American History obtained a grant of \$4 million through the American Recovery and Reinvestment Act of 2009 to restore the African Meeting House. Restoration was completed in 2011. • The Abiel Smith School is in fair condition. It has structural issues and needs repainting and cyclic maintenance. • The National Park Service interprets and provides technical assistance and financial resources for these sites. <p>Trends</p> <ul style="list-style-type: none"> • Changing exhibits at the African Meeting House help broaden the museum’s visitation.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • The aging structure of historic buildings can make them difficult to maintain in good condition. The Abiel Smith School has needs related to its elevator, interior and exterior painting, the tin ceiling, structural support for the floor of the third story, readjusting ventilation, and gutter protection from winter ice. The African Meeting House has issues with gutter protection as well. • There are security issues facing these buildings, which have been targets of intimidation and vandalism. • With Boston African American National Historic Site moving out of a shared building with the Museum of African American History, efforts are needed to maintain the level of coordination and communication that formerly occurred. <p>Opportunities</p> <ul style="list-style-type: none"> • The African Meeting House and the Abiel Smith School continue to provide ample opportunities for historic interpretation and for hosting public events. • The audience could be grown through more interactive experiences, both technological and personal. These historic spaces can be scenes of “debate” and “dialogue.” • Education programs can be expanded to meet diverse curriculum objectives. Enhanced training for staff and volunteers is needed to support upgraded visitor experiences. • The Museum of African American History can increase its public profile if school textbooks incorporate parts of the story of African-Americans in Boston prior to the Civil War.
Data and/or GIS Needs	<ul style="list-style-type: none"> • None identified.
Planning Needs	<ul style="list-style-type: none"> • Long-term maintenance plan for African Meeting House and Abiel Smith School. • Develop and implement a physical security plan for these historic sites.

Fundamental Resource or Value	Museum of African American History – African Meeting House and Abiel Smith School
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">• Historic Sites Act of 1935• National Historic Preservation Act of 1966, as amended (16 USC 470)• Archeological and Historic Preservation Act of 1974• Executive Order 11593, “Protection and Enhancement of the Cultural Environment”• “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 28: <i>Cultural Resource Management</i>• <i>The Secretary of the Interior’s Standards and Guidelines for Archeology and Historic Preservation</i>• <i>The Secretary of the Interior’s Standards for Rehabilitation & Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings</i>• <i>The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes</i>



Fundamental Resource or Value	Robert Gould Shaw and Massachusetts 54th Regiment Memorial
<p>Related Significance Statements</p>	<ol style="list-style-type: none"> 2. The African Meeting House is the oldest extant African American church building in the United States. It served as a school and was a gathering space for abolitionists and equal rights activists. 3. Abiel Smith School is the first public school and the first school building intended for African Americans in the country. 4. Robert Gould Shaw and Massachusetts 54th Regiment Memorial commemorates the first African American regiment to fight for the Union Army in the Civil War.
<p>Current Conditions and Trends</p>	<p>Conditions</p> <ul style="list-style-type: none"> • The lower foundation of the memorial is weakening and is in fair to poor condition. Contractors who have repaired the memorial have used different conservation treatments and materials, which make it difficult to maintain the memorial in good condition. The foundation has no seismic controls, even though Boston is in a “red” fault zone. The Friends of the Public Garden has done a study analyzing this issue. • The conditions of the plaza in front of the memorial on Beacon Street are deteriorating. Old, deeply-rooted trees flank the memorial and stress the foundation. It would not be easy to remove the trees because they are considered part of the memorial ensemble. <p>Trends</p> <ul style="list-style-type: none"> • In 2014, mortar was replaced at the memorial. Boston African American National Historic Site has a request in the NPS Line Item Construction Program for \$1.5 million to stabilize the memorial.
<p>Threats and Opportunities</p>	<p>Threats</p> <ul style="list-style-type: none"> • Trolleys, busses, and other vehicular traffic produce noise and smells in front of the memorial, adversely impacting the visitor experience. • There can be litter and graffiti on the memorial. Sometimes, visitors climb onto the memorial. Acid rain and other environmental impacts adversely affect the memorial. • Homelessness and drug use on Boston Common affect visitor and staff safety. • Tour operators passing the memorial sometimes provide incorrect information about the memorial. • The many public events that take place at the steps of the State House and on Boston Common can lead to crowding at the 54th Regiment Memorial, adversely affecting the visitor experience. <p>Opportunities</p> <ul style="list-style-type: none"> • The Massachusetts State House, located across the street, interprets Civil War history as part of its tours; so there may be an opportunity to develop a partnership with the State House about the visitor experience and historical interpretation. • School buses carrying students to the State House often drop students off in front of the memorial. This could provide an opportunity to interpret the memorial and its historical background to the students. • There is an opportunity to work with tour operators to provide more comprehensive and accurate information about the memorial. • Boston Mayor Martin Walsh is promoting cultural tourism with the naming of a Chief of Arts and Culture and embarking on a citywide cultural plan. This provides an opportunity for Boston African American National Historic Site to integrate its offerings into the city’s cultural tourism initiative.
<p>Data and/or GIS Needs</p>	<ul style="list-style-type: none"> • None identified.
<p>Planning Needs</p>	<ul style="list-style-type: none"> • Preservation treatment plan for the memorial. • Cooperative agreement between Boston African American National Historic Site, the City of Boston, and the Friends of the Public Garden for maintenance, improvements, and interpretation.

Fundamental Resource or Value	Robert Gould Shaw and Massachusetts 54th Regiment Memorial
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">• Historic Sites Act of 1935• National Historic Preservation Act of 1966, as amended (16 USC 470)• Archeological and Historic Preservation Act of 1974• Executive Order 11593, "Protection and Enhancement of the Cultural Environment"• "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 28: Cultural Resource Management• The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation• The Secretary of the Interior's Standards for Rehabilitation & Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings• The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes



Fundamental Resource or Value	Heritage Trails – Black Heritage Trail and Trails to Freedom
Related Significance Statements	<ol style="list-style-type: none"> 1. North Slope of Beacon Hill preserves and evokes Boston’s primary African American community between the late-18th century and the Civil War. Developing some of the country’s earliest African American institutions, this community was a center of the abolition, human rights, and equal rights movements and was a major Underground Railroad location. 2. The African Meeting House is the oldest extant African American church building in the United States. It served as a school and was a gathering space for abolitionists and equal rights activists. 3. Abiel Smith School is the first public school and the first school building intended for African Americans in the country. 4. Robert Gould Shaw and 54th Regiment Memorial commemorates the first African American regiment to fight for the Union Army in the Civil War.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • Beacon Hill has a steep slope. Some of the sidewalks, which are made of brick, are in fair to poor condition. <p>Trends</p> <ul style="list-style-type: none"> • The Black Heritage Trail is well used by visitors, with hundreds of thousands walking it every year.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Walking can be difficult on Beacon Hill because there are many stretches of brick sidewalk that are uneven or missing bricks. Curb cuts are haphazard. There is trash and dog waste on sidewalks and streets. They sidewalks are not accessible to people with mobility disabilities. <p>Opportunities</p> <ul style="list-style-type: none"> • Boston African American National Historic Site and the Black Heritage Trail need to address diverse audiences, some of whom may not be aware of these historical resources. Although this may pose challenges, it also provides opportunities to reach diverse audiences through technology, social media, language translations, innovative programming, and cutting-edge research, interpretation, and outreach. Boston African American National Historic Site and the Black Heritage Trail can increase visitation, including return visits, through these measures. • The Black Heritage Trail and Trails to Freedom should explore ways to enhance physical and thematic connections between them. This could follow up on the Mothers of Freedom tours. • There are 11 organizations giving tours of Beacon Hill. These groups play a role in interpreting the Boston African American National Historic Site and Black Heritage Trail. • Develop more connections to the Emancipation Trail™ and Boston’s Women’s Heritage Trail, which relate to the themes of Boston African American National Historic Site and Black Heritage Trail. • Freedom Trail Foundation is planning a new visitor center across from Boston Common on Tremont Street. This could be an opportunity to promote Boston African American National Historic Site and the Black Heritage Trail. • The Connect Historic Boston project is upgrading Joy Street, which connects Cambridge Street and Beacon Street for pedestrian and bicycle access. This project is improving access to the sites in Boston African American National Historic Site and the Black Heritage Trail. • The potential rebranding efforts may provide opportunities for increasing the audience for the Boston African American National Historic Site and the Black Heritage Trail.

Fundamental Resource or Value	Heritage Trails – Black Heritage Trail and Trails to Freedom
Data and/or GIS Needs	<ul style="list-style-type: none"> • Research on potential connections to related African American historic sites, including Underground Railroad Network to Freedom.
Planning Needs	<ul style="list-style-type: none"> • Comprehensive interpretive plan, including treatment for new interpretive video for Museum of African American History. • Plan for signs and pavement improvements to route of Black Heritage Trail. • Plan for conceptual/branding for Trails to Freedom. • Social media plan. • Ethnographic overview and assessment about descendant communities of original African American neighborhood on North Slope.
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"> • Historic Sites Act of 1935 • National Historic Preservation Act of 1966, as amended (16 USC 470) • Archeological and Historic Preservation Act of 1974 • Executive Order 11593, “Protection and Enhancement of the Cultural Environment” • “Protection of Historic Properties” (36 CFR 800) • The Beacon Hill Architectural Commission exercises control over the exterior appearance of the structures in the Historic Beacon Hill District. <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 28: Cultural Resource Management • The Secretary of the Interior’s Standards and Guidelines for Archeology and Historic Preservation • The Secretary of the Interior’s Standards for Rehabilitation & Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings • The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes



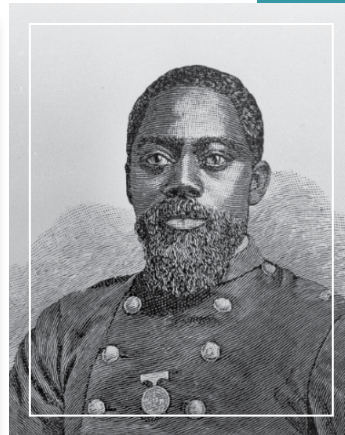
Fundamental Resource or Value	Beacon Hill Neighborhood
Related Significance Statements	<ol style="list-style-type: none"> 1. Historic Buildings and Structures – Boston African American National Historic Site comprises 13 historic properties related to African American settlement on Boston’s Beacon Hill prior to the Civil War. 2. African Meeting House and Abiel Smith School – The African Meeting House is the oldest extant African American church building in the United States. Abiel Smith School is the first public school and the first school building intended for African Americans in the country. Both are managed by the Museum of African American History.’ 3. Robert Gould Shaw and Massachusetts 54th Regiment Memorial – The Robert Gould Shaw and 54th Regiment Memorial commemorates the first African American regiment to fight for the Union Army in the Civil War.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • Most of the buildings are in good condition, in part because of preservation restrictions maintained by the Beacon Hill Architectural Commission. <p>Trends</p> <ul style="list-style-type: none"> • The Beacon Hill neighborhood is one of Boston’s most historic and desirable neighborhoods. The neighborhood is prestigious and the real estate is costly.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Homelessness and drug use negatively impact the visitor experience and safety. <p>Opportunities</p> <ul style="list-style-type: none"> • Develop relationship with Beacon Hill Civic Association and the Beacon Hill Historical Society to preserve and promote understanding of African American heritage in the neighborhood.
Data and/or GIS Needs	<ul style="list-style-type: none"> • None identified.
Planning Needs	<ul style="list-style-type: none"> • None identified.
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"> • Historic Sites Act of 1935 • National Historic Preservation Act of 1966, as amended (16 USC 470) • Archeological and Historic Preservation Act of 1974 • Executive Order 11593, “Protection and Enhancement of the Cultural Environment” • “Protection of Historic Properties” (36 CFR 800) • The Beacon Hill Architectural Commission exercises control over the exterior appearance of the structures in the Historic Beacon Hill District. <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> • <i>The Secretary of the Interior’s Standards and Guidelines for Archeology and Historic Preservation</i> • <i>The Secretary of the Interior’s Standards for Rehabilitation & Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings</i> • <i>The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes</i>

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 Boston African American National Historic Site and the associated planning and data needs to address them:

- There is much new scholarship and many perspectives on the history of African Americans in 19th-century Boston that should be incorporated into interpreting the park. Such interpretive needs could be achieved in part through revised walking tours, a new video, and the enhanced use of social media.
- Research needs include studying the history of descendant communities of the original African American neighborhood on the North Slope of Beacon Hill and better understanding related African American historic sites and how new connections with Boston African American National Historic Site could be formed.
- The Beacon Hill neighborhood and sites of the Boston African American National Historic Site can be difficult for visitors to find their way around.
- It is important to coordinate the branding of Boston African American National Historic Site and the Black Heritage Trail with the broader Trails to Freedom, which also includes Boston National Historical Park.
- There is an inadequate understanding of the history and condition of privately owned structures in the Boston African American National Historic Site.
- The African Meeting House and Abiel Smith School have long-term maintenance needs that require a strategy for coping with them.
- The Robert Gould Shaw and 54th Regiment Memorial has an aging foundation and is susceptible to vandalism and urban wear and tear.
- Boston African American National Historic Site currently lacks cooperative agreements with the City of Boston and the Friends of the Public Garden in relation to maintenance, improvements, and interpretation of the 54th Regiment Memorial and with primary property owners in Boston African American National Historic Site.



Planning and Data Needs

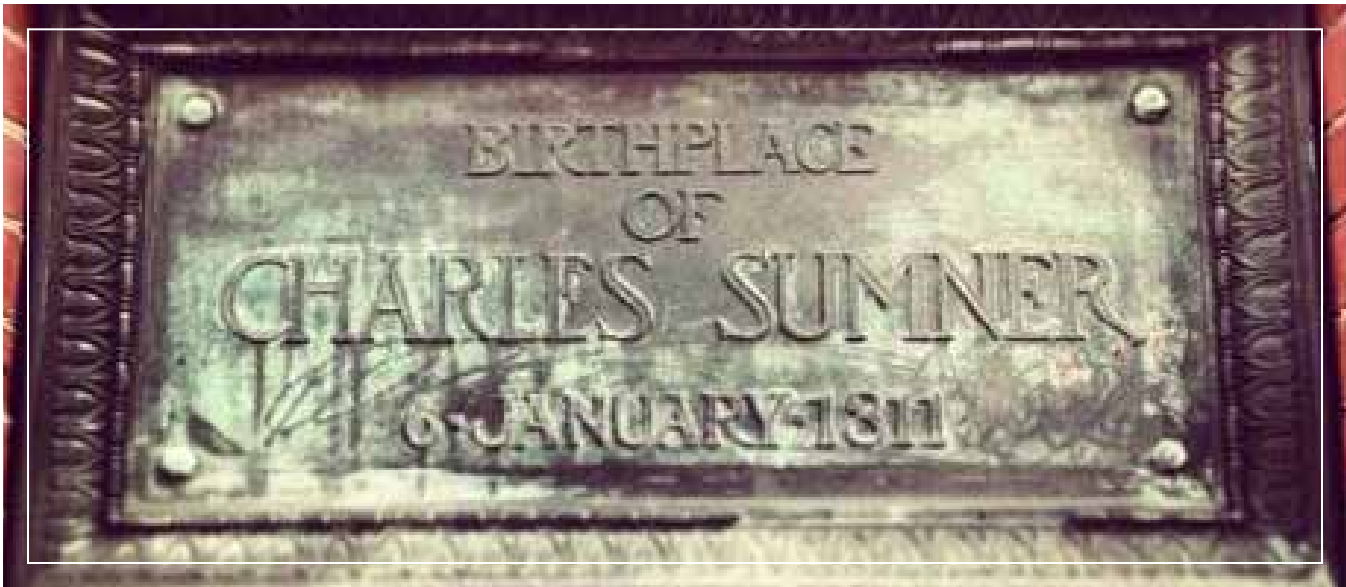
To maintain connection to the core elements of the foundation and the importance of these core foundation elements, the planning and data needs listed here are directly related to protecting fundamental resources and values, park significance, and park purpose, as well as addressing key issues. To successfully 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?	Planning Needs	Priority (H, M, L)	Notes
Yes	Preservation treatment plan for 54th Regiment Memorial	H	
Yes	Comprehensive interpretive plan, including treatment for new interpretive video	H	Important to link interpretation with Boston National Historical Park
Yes	Signage and pavement improvement plan for Black Heritage Trail	H	
Yes	Historic structures report on the exterior of historic structures in the Boston African American National Historic Site	H	
Yes	Long-term maintenance plan for African Meeting House and Abiel Smith School	H	
Yes	Comprehensive condition assessment study and appropriate park asset management plan	H	Need coordinated approach with different entities
Yes	Social media plan	M	
Yes	Plan for conceptual/branding for Trails to Freedom	M	Important to link with Boston National Historical Park
Yes	Ethnographic overview and assessment about descendant communities of original African American neighborhood on North Slope	M	

Data Needs – Where Information Is Needed Before Decisions Can Be Made			
Related to an FRV?	Data and GIS Needs	Priority (H, M, L)	Notes
Yes	Research on potential connections to related African American historic sites, including Underground Railroad Network to Freedom	M	



Part 3: Contributors

Boston African American National Historic Site

Terry E. Brown, Site Manager
Nissa Fink, Supervisory Park Ranger
Ryan McNabb, Park Ranger
Michael Marciello, Park Guide

Boston National Historical Park

Cassius Cash, Superintendent (former)
Michael Creasey, Superintendent
Ruth Raphael, Park Planner
Inez Wolins, Chief of Interpretation
Sean Hennessey, Public Affairs Specialist

Region

Mike Caldwell, Regional Director
Brian Strack, Associate Regional Director, Construction and Facility Management
Michael Quijano-West, Chief of Park Planning and Special Studies
Allen Cooper, Senior Planner
James C. O'Connell, Project Manager
Helen Mahan, Planner
Joanne Blacoe, Interpretive Planner
Christine Arato, Historian
Eric Breitzkreutz, Chief of Historic Structure Research and Documentation
Natalya Apostolou, Cartographer/GIS Specialist

Partners

Beverly Morgan-Welch, Executive Director, Museum of African American History
L'Merchie Frazier, Director of Education and Interpretation, Museum of African American History
Diana C. Parcon, Director of Capital Improvements, Museum of African American History
Helaine Davis, Boston Women's Heritage Trail
Vincent Licenziato, Emancipation Trail and Beacon Hill Scholars
Barbara Berenson, Walking Tours of the Civil War

Appendixes

Appendix A: Enabling Legislation and Legislative Acts for Boston African American National Historic Site

Public Law 96-430
96th Congress

An Act

To provide for the establishment of the Boston African American National Historic Site in the Commonwealth of Massachusetts, and for other purposes.

Oct. 10, 1980
[H.R. 7434]

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

Boston African American National Historic Site, establishment. 16 USC 461 note.

TITLE I—BOSTON AFRICAN AMERICAN NATIONAL HISTORIC SITE

SEC. 101. In order to preserve for the benefit and inspiration of the people of the United States as a national historic site certain historic structures and properties of outstanding national significance located in Boston, Massachusetts, and associated with the creation and development of a free African American community within Beacon Hill prior to the Civil War, the Secretary of the Interior (hereinafter in this Act referred to as the "Secretary") is authorized to establish the Boston African American National Historic Site, including the African American Meeting House, within the area generally depicted on the map entitled "Boundary Map, Boston African American National Historic Site", numbered BOAF-80,000 and dated March 1980. The map shall be on file and available for public inspection in the offices of the National Park Service, Department of the Interior.

Map, public availability.

SEC. 102. At such time as the Secretary determines that sufficient properties within the boundary of the site are the subject of cooperative agreements pursuant to section 103, he may establish the area as the Boston African American National Historic Site. Pending such establishment and thereafter, the site shall be administered by the Secretary in accordance with the provisions of this Act and the provisions of law generally applicable to the administration of national historic sites, including the Act of August 25, 1916 (39 Stat. 535; 16 U.S.C. 1, 2-4) and the Act of August 21, 1935 (49 Stat. 666; 16 U.S.C. 461-467).

Administration.

SEC. 103. The Secretary may accept any gift or bequest of any property depicted on the map referred to in the first section of this Act, and he is authorized to enter into cooperative agreements with the city of Boston, the Commonwealth of Massachusetts, or any of their political subdivisions, or any private person or organization, including the Beacon Hill Architectural Commission, to mark, interpret, restore, provide technical assistance, or any combination thereof, and for such other activities as may be necessary for the preservation of any properties depicted on such map. Cooperative agreements shall contain, but need not be limited to, provisions that (1) the Secretary, through the National Park Service, or some appropriate private group contracted to the National Park Service for this purpose, shall have the right at all reasonable times to interpret the exterior of the properties, and such portions of the interior as have been mutually agreed upon, and (2) no changes or alterations shall be made in such properties except by mutual

Gifts or bequests, cooperative agreements.

agreement between the Secretary and the other parties to such agreements. The agreements may contain specific provisions which outline in detail the extent of the participation by the Secretary in the restoration, preservation, or maintenance of such historic properties. The Secretary is authorized in his discretion to assist with maintenance directly related to public visitation of those properties covered by cooperative agreements consummated pursuant to this Act. No funds may be expended on a property until after the Secretary determines that there is applicable to that property a binding written cooperative agreement which remains in force and effect assuring the preservation and historical integrity of such property. If any fees are charged for the use of a property covered by a cooperative agreement, and Federal funds are committed in the cooperative agreements, the income from such fees shall be applied to the costs of maintenance and renovation of that property. Notwithstanding any other provision of law, no Federal fees shall be charged for entrance or admission to the historic site.

Fees.

SEC. 104. The Secretary, in cooperation with other interested groups, may identify other significant sites relating to the nineteenth century free African American community on Beacon Hill, Boston, which are related to the historic site authorized by this Act, and, with the consent of the owners thereof, may mark them appropriately and make reference to them in any interpretive literature.

Site identification.

SEC. 105. Within three complete fiscal years from the effective date of this Act, the Secretary shall submit to the Committee on Interior and Insular Affairs of the United States House of Representatives and the Committee on Energy and Natural Resources of the United States Senate, a comprehensive general management plan for the historic site, pursuant to the provisions of section 12(b) of the Act of August 18, 1970 (84 Stat. 825; 16 U.S.C. 1a-1 et seq.).

Management plan, submittal to congressional committees.

SEC. 106. Effective on October 1, 1981, there are authorized to be appropriated such sums as may be necessary to carry out the provisions of this Act. Notwithstanding any other provision of this Act, authority to enter into contracts, to incur obligations, or to make payments under this Act shall be effective only to the extent, and in such amounts, as are provided in advance in appropriation Acts.

Appropriation authorization.

TITLE II—NATIONAL CENTER FOR THE STUDY OF AFRO-AMERICAN HISTORY AND CULTURE

National Center for the Study of Afro-American History and Culture Act. 20 USC 3701 note. Commission. 20 USC 3701.

SEC. 201. This title may be cited as the "National Center for the Study of Afro-American History and Culture Act".

SEC. 202. (a) There is established a commission to be known as the National Afro-American History and Culture Commission (hereinafter in this title referred to as the "Commission") which shall be composed of fifteen members, as specified in section 203 of this title.

Duties. Plan, submittal to President and Congress.

(b) The Commission shall have the following duties:
 (1) The Commission shall be responsible for the development of a definitive plan for the construction and operation of the National Center for the Study of Afro-American History and Culture and shall submit the plan, together with any recommendations for additional legislation, to the President of the United States and the Congress not later than twenty-four months after the date of the enactment of this title. The plan shall include, but not be limited to, identification of—

(A) the main objectives to be achieved by the establishment, development, and operation of the National Center for the Study of Afro-American History and Culture;

Appendix B: Boston African American National Historic Site Interpretive Theme Matrix

ABOLITION AND HUMAN RIGHTS	
Boston's African American community and its allies led the city and the nation in the struggle against slavery and injustice, creating a second American Revolution that redefined freedom. (Abolition, human rights and civil rights activism, issues of slavery, context and politics of slavery and abolition)	
Concepts	Topics and Stories
<p>Background And Context</p> <ul style="list-style-type: none"> • Describe how the abolition movement was a component of a larger moral, political, economic, and social reform effort in New England and the United States that shifted American culture in the areas of race, class, and gender relations. • Trace the origins and benefits of Boston's and New England's wealth derived from international trade in Africans and slavery. Explore the widespread effects—both positive and negative—of the influence and application of that wealth and influence in the economy, politics, and regional and American culture over generations. Illustrate how wealth generated from the slave trade and the slave economy was and is manifested in the built environment of Boston, the region, and specifically in and around Beacon Hill. Trace the history of slavery in Boston and New England. • Explore, compare, and contrast the history and effects of slavery in Boston and New England in the colonial, federal, antebellum, and Civil War periods. Describe how, in the face of tremendous opposition, Boston's free black community led the city and influenced the nation in the fight against slavery through their work in the abolition movement and the Underground Railroad. • Describe the context, scope, and effect of the Massachusetts manumission and equal rights laws as well as the Fugitive Slave Act. • Trace the political actions, petitions, and other legal and legislative actions taken in Boston that characterized civil/human rights activism there during the early and mid-19th century. Compare and contrast how this form of activism and its expression was different than similar abolition and social change movements in other places. Discuss and evaluate the pioneering nature of some of this legislation for social justice, equality, and citizenship rights (beyond ending slavery) and their effects on the rest of the nation. • Convey the sense of urgency, uncertainty, and danger regarding resolution of the issue of slavery in the United States—that the end of slavery was by no means preordained or certain and the stakes in this struggle were enormously high and emotionally fraught for individuals, families, communities, and economies as well as for society at-large. Frame the issues of institutional slavery in all of its personal, political, social, and economic complexities; that it was more than a moral dilemma or clear-cut issue (as it is often simplistically framed today). • Trace how Boston's free African American community emerged in part from enslaved Africans. Describe the key roles that free Africans had in the formation of the colonial and early federal period economies in the region. 	<ul style="list-style-type: none"> • African Meeting House • People such as: <ul style="list-style-type: none"> - William Nell - Frederick Douglass - Charles Sumner - William Lloyd Garrison - Phillis Wheatley - John Brown - Wendell Phillips - Shadrach - Lucy Stone - John Adams - John Quincy Adams - Anthony Burns - Lewis Hayden • Underground Railroad • Abolitionists • The Liberator newspaper • Protests against slavery and the slave trade • Scott/Nell House and other National Historic Landmarks • Faneuil Hall and Quincy Market Neighborhood

ABOLITION AND HUMAN RIGHTS

Boston’s African American community and its allies led the city and the nation in the struggle against slavery and injustice, creating a second American Revolution that redefined freedom.

(Abolition, human rights and civil rights activism, issues of slavery, context and politics of slavery and abolition)

Concepts	Topics and Stories
<ul style="list-style-type: none"> • Influence of Religion: Make connections about the influence of religion and religious leaders, specifically of the Second Great Awakening, on the politics of abolition and the crusade for human rights in this era of “moral rebirth” (1830s to 1860s). Trace the influence of Unitarians in the civil/human rights movement. • Connect, compare, and contrast the Boston/New England movements for equality for African Americans with other civil rights and human right struggles, including gender equality and suffrage, education, and civil rights issues of the late 19th and 20th centuries. Explore the impact of other political issues of many of the abolitionists (that are less understood or endorsed today) including movements like temperance and spiritualism. <p>The Politics Of Slavery And Abolition</p> <ul style="list-style-type: none"> • Show the many ways in which abolitionism was not a monolith—especially not in the North and not in New England or Boston. Explore how racism manifested itself within the abolitionist movement (in the North, and in Boston; compare and contrast this with the abolition movement elsewhere). • Explore the nuances, contradictions, and complicated range of perspectives within the abolitionist movement that differentiated between campaigning to end the institution of slavery to social equality and extending full rights of citizenship to African Americans. Identify and tell the stories of people who took stands along this spectrum of perspectives. Describe the experiences and motivations of different people who moved along this spectrum over the course of their involvement in the abolition movement. • Compare and contrast the different agendas and expectations of black and white abolitionists. Describe the racism black abolitionists sometimes experienced from white abolitionists. Compare, contrast, and discuss the struggle within the abolitionist movement about perceived and prescribed roles for African Americans. Describe the abolitionist movement’s challenges to balance the authentic voice of African Americans they needed with the roles that white abolitionists sometimes prescribed for them. (For example, the strained, then broken, relationship between Fredrick Douglass and the Garrisonian movement.) Debate the modern relevance of people holding two competing ideas at the same time such as campaigning against slavery while expressing or harboring opinions that can be considered racist. • Describe the tensions (that increased in the years preceding the Civil War) over approaches to the abolitionist agenda including tension between doctrine (for whites) and action (for blacks). Describe and explore what might seem like irony in struggles for respect and recognition for black abolitionists within the abolitionist movement. Trace the effect of these different perceptions and agendas after the Civil War through the Reconstruction and Jim Crow periods on people in the North and in Boston through to the 20th century. Connect the issues of this unfinished and unresolved business from the founding of the nation to its manifestations in the late 19th and 20th centuries (for example, regarding civil rights and education issues in Boston). 	

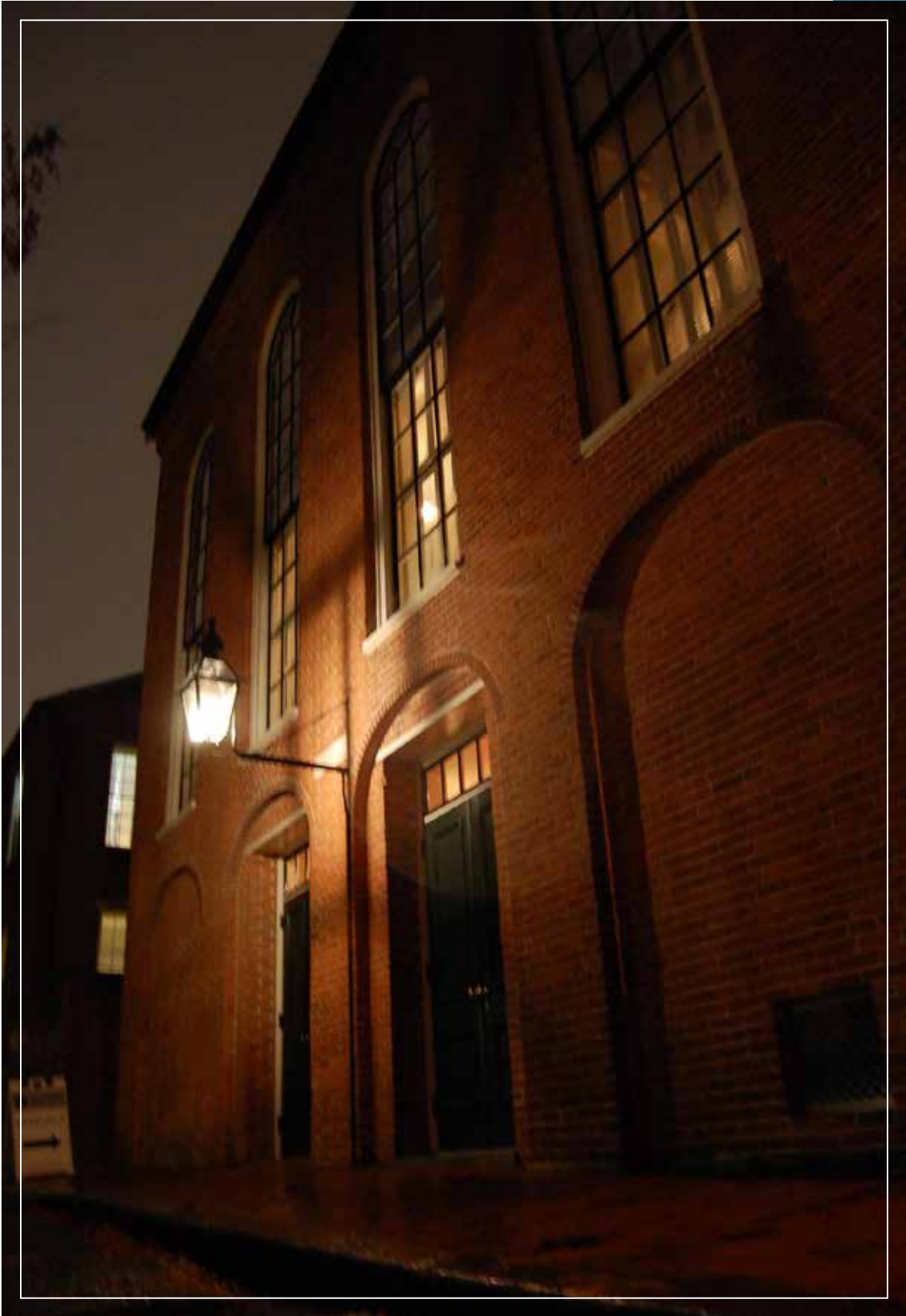
ABOLITION AND HUMAN RIGHTS	
Boston's African American community and its allies led the city and the nation in the struggle against slavery and injustice, creating a second American Revolution that redefined freedom. (Abolition, human rights and civil rights activism, issues of slavery, context and politics of slavery and abolition)	
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Connect the issues of slavery and abolition to the deferred and “unfinished business” of the American Revolution and the United States Constitution. Draw comparisons between struggles for identity, freedom, and self-determination that were core to fueling the American Revolution to the same issues as they applied to African Americans in the build-up and aftermath of the Civil War through to the 20th century. • Analyze, evaluate, and debate the relative effectiveness, motivations, and life experiences behind the various approaches and to abolition, ranging from violence to passive resistance. <p>Role Of Boston In The Abolition Movement / Prominent Personalities</p> <ul style="list-style-type: none"> • Trace how black and white abolitionists in Boston organized some of the earliest American societies to fight against American slavery and the slave trade. Compare these societies and their members with abolition movements elsewhere in the United States and North America. Connect and compare advocacy for abolition in Boston and in New England with abolition movements elsewhere in the United States and the world in the 18th and 19th centuries. Describe the work of individuals and such organizations as the Boston Vigilance Committee, and Massachusetts General Colored Organization (1826), and Prince Hall Masons. Discuss what makes Boston abolition different from abolitionism in other places in the United States. • Illustrate the commitment of Boston's African American men and women who campaigned for freedom for people in bondage. Describe their challenges and successes. • Describe the roles and leadership of African American abolitionists. Describe the contributions of the residents and guests of the eleven historic houses of African American leaders within Boston African American National Historic Site. • Describe the roles, contributions, and controversies around some major personalities involved in the Boston and New England. For example, examine the life of Massachusetts' abolitionist statesman and Senator, Charles Sumner. Explore abolitionist John Brown's strong connection to the city of Boston. • Explain that just as it was used for revolutionary meetings during the American Revolution, Faneuil Hall was used as a nexus and focus for community in the early 19th century by radical abolitionists in their struggle against slavery. • Describe the relationships between African American and white abolitionists in Boston. Describe how the abolition movement brought together individuals from varied backgrounds, professions, and classes in a common struggle for abolition. Describe, compare, and contrast the interactions and roles of African Americans and whites involved in these civil and human rights movements. Explain the role of African agency in this. • Describe and evaluate the contributions of William Nell, the country's first published black historian. Describe his involvement in and contributions to the abolition movement and other human and civil rights movements in Boston, such as petitions for school integration. 	

ABOLITION AND HUMAN RIGHTS

Boston’s African American community and its allies led the city and the nation in the struggle against slavery and injustice, creating a second American Revolution that redefined freedom.

(Abolition, human rights and civil rights activism, issues of slavery, context and politics of slavery and abolition)

Concepts	Topics and Stories
<ul style="list-style-type: none"> • Debate and explore the range of perspectives about the language of activism—for example, meanings of “abolition” compared to “antislavery” or “freedom”; events of the 19th century as “reaffirming” vs. “redefining” freedom (which depends on whether one considers it was always there to be rediscovered, or needed activism to effect it), etc. Frame these perspectives within American pursuit of the “more perfect union” promised in the US Constitution. • Explain the role, the impact, and the controversies related to William Lloyd Garrison and The Liberator. • Explore the controversies around the issue of women’s rights and participation within the abolition movement (for example, contrast with the New York Tappan brothers’ American and Foreign Anti-Slavery Society, which barred women, or the 1840 World Anti-slavery Convention in London which did not seat women.) Debate inherent ironies in excluding women from participation and leadership in abolition causes. Explore the overlaps, politics, personalities, context, approaches, and shifts over time between the abolition movement and the movement dealing with gender politics and women’s rights. Describe how these movements and their leaders were interconnected. • Connect to abolition stories/personalities at other National Park Service and other sites including: Women’s Rights National Historical Park, Independence National Historical Park, Minute Man National Historical Park (the Wayside and the Alcotts), First State National Historical Park, Harriet Tubman Underground Railroad National Historical Park, the NPS Underground Railroad Network to Freedom program, New Bedford Whaling National Historical Park, Boston National Historical Park, Adams National Historical Park, Fort Monroe National Monument (contrast with contraband story), Frederick Douglass National Historic Site, etc. 	



THE UNDERGROUND RAILROAD

In the early and mid-19th century, as an intellectual center for leadership in the abolition movement, Boston was a hotbed of political agitation and activity including committed participation in many rescues of the Underground Railroad—the effort of enslaved Africans in America to emancipate themselves and to gain their freedom.

(Boston’s role in the Underground Railroad)

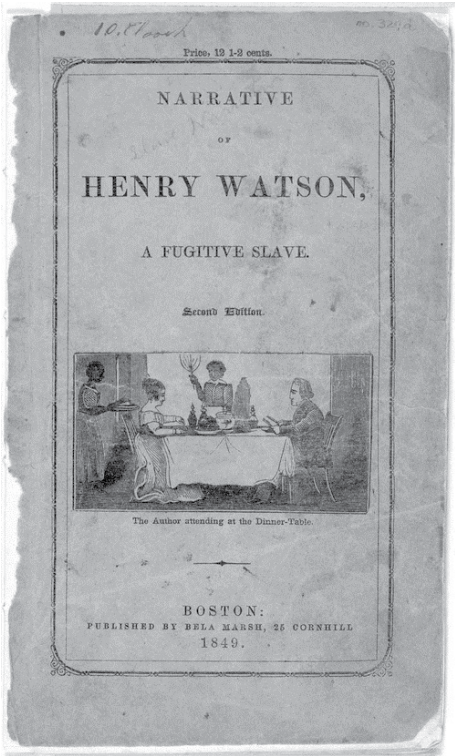
Concepts	Topics and Stories
<p>Background And Context</p> <ul style="list-style-type: none"> Define the Underground Railroad as the effort of enslaved Africans in America to gain their freedom by escaping bondage. (While these acts of self-emancipation made them “fugitives” according to the laws of the time, “freedom seeker” is the term used today to recognize personal agency of the people who self-emancipated.) The Underground Railroad was based on the principles that all human beings embrace the right to self-determination and freedom from oppression, and it sought to address the injustices of slavery and make freedom a reality for people who were enslaved. Fugitive Slave Acts: Describe the purpose, the context and politics, and the effects of the collapse of legal protections for descendant Africans as a result of the milestone Fugitive Slave Acts of 1793 and 1850. Describe the acts’ effects on the economy and on free and enslaved Africans. Describe the dangers and tensions created for free blacks—even far into the north—by the two Fugitive Slave Acts, which resulted in economic incentive and a lucrative slave catching economy. Convey the precarious and fragile nature of freedom for “free” Africans—especially in the aftermath of the 1850 Fugitive Slave Act. Convey the sense of fear, risk, and uncertainty that could permeate the everyday lives of free Africans; that being free didn’t necessarily mean being safe. Provide context for Underground Railroad activity. For example: acknowledge that self-emancipation wasn’t an artifact of the Underground Railroad or mid-19th century America; wherever slavery existed in the world over time, there were efforts to escape. Trace how, while most freedom seekers began their journeys unaided and many completed their self-emancipation without assistance, each decade in which slavery was legal in the United States saw an increase in active, organized efforts to assist escape. Describe, compare, and contrast the different role that people played in the Underground Railroad. Explain the terms used in the Underground Railroad (conductor, passenger, etc.) Put into context and explore why while people emancipated themselves for as long as there has been human slavery, in the early 19th century, the Underground Railroad was nicknamed for the most cutting-edge transportation technology of its time, the railroad. Describe the various routes people took to freedom including going to sea, going west, and going farther south into Mexico and Central America, as well as fleeing over the border to Canada. By nature of its geography, describe the various roles and routes that New England played in getting self-emancipated people to safety and freedom (for example, going to sea or to other countries). <p>The Underground Railroad In Boston</p> <ul style="list-style-type: none"> Explore the impact and meaning of Beacon Hill’s Underground Railroad sites. Some of the other houses were homes of black abolitionists and activists involved with the Underground Railroad. Describe the work of organizations such as the Boston Vigilance Committee in the work of the Underground Railroad. Describe the ways that African American Bostonians worked with white abolitionists in the Underground Railroad. 	<ul style="list-style-type: none"> Fugitive Slave act of 1793 Fugitive Slave Act of 1850 Underground Railroad terms (such as conductor, station, master, passenger, etc. Sheltering runaways on the Underground Railroad Methods used by Underground Railroad Freedom seekers George and Susan Hillard House, 62 Pinckney Street

THE UNDERGROUND RAILROAD

In the early and mid-19th century, as an intellectual center for leadership in the abolition movement, Boston was a hotbed of political agitation and activity including committed participation in many rescues of the Underground Railroad—the effort of enslaved Africans in America to emancipate themselves and to gain their freedom.

(Boston’s role in the Underground Railroad)

Concepts	Topics and Stories
<ul style="list-style-type: none"> • Debate the pros and cons of the personal decision to self-emancipate. Weigh the tradeoffs for seeking freedom. (For example, lifelong separation from family, not wanting to endanger family left behind, family bonds, as well as issues like the unknown, uncertainty about making a living, potential to be captured, etc. and explore circumstances that might make a person resolve to flee—economic issues of owners or imminent sale of family members, for example.) Analyze the many reasons that someone might not decide to self-emancipate. <p>Legacy Of The Underground Railroad / Continuation Of The Struggle For Self-Determination</p> <ul style="list-style-type: none"> • Analyze and evaluate the effects of the aftermath of the fall of the Confederacy, Lincoln’s assassination, and the end of the Civil War. Describe what struggles continued for African Americans in Boston and that issues of human and civil rights were by no means resolved by the end of armed conflict in the Civil War. • Connect, compare, and contrast Underground Railroad stories and sites in Boston and the New England region with Underground Railroad stories and sites in other regions. (See NPS Underground Railroad Network to Freedom databases for more information about connections.) • Mention as milestone events/context the 13th Amendment, Emancipation Proclamation, and contraband decision by the Union Army. 	



54TH MASSACHUSETTS VOLUNTEER INFANTRY

Despite being denied basic human rights or citizenship based on the color of their skin, the volunteers of the 54th Massachusetts Volunteer Infantry, one of the first African American regiments established in the Union Army (1863), along with their commander, Colonel Robert Gould Shaw, served with dedication, courage, and honor and created a heroic legacy that earned respect from contemporaries and inspired others over the generations.

(54th Massachusetts origins, military service, legacy, memorialization)

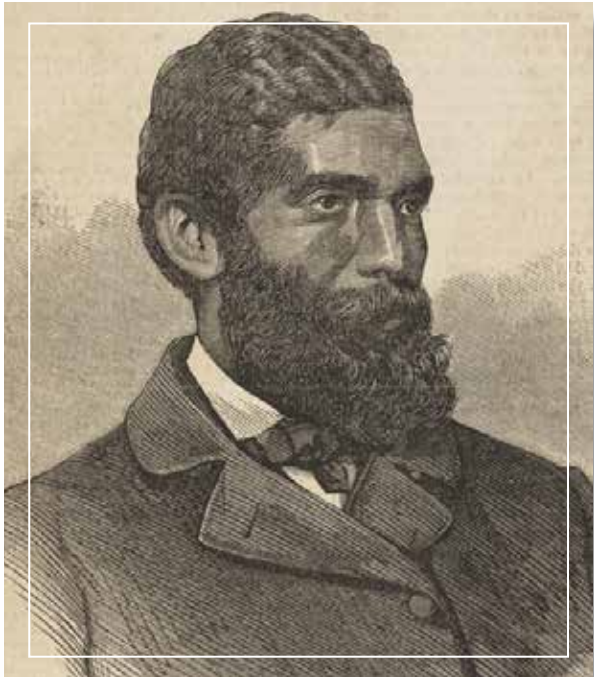
Concepts	Topics and Stories
<ul style="list-style-type: none"> • Origins and Context: Describe the origins, context, and the politics behind establishment of the 54th Massachusetts Volunteer Infantry by Massachusetts Governor John Andrew as the first Union African American regiment in the Union Army just months after the Emancipation Proclamation (1863). Describe efforts to recruit for the regiment and Boston abolitionist families' involvement in the recruitment and establishment of the regiment. • Military Service: Illustrate and explain the military service record of the 54th Massachusetts during the Civil War, including participation in campaigns and actions. Describe the unit's heroic stance at Fort Wagner in South Carolina in July 1863. Debate the meaning and evaluate the legacy of the regiment's staggering losses at Fort Wagner where out of 600 men, 272 were killed, wounded or captured, including the death of their commander, Robert Gould Shaw. • Describe the effect on recruiting, training, morale, treatment, and military service of the men of the 54th of Jefferson Davis' proclamation (December 1862) that promised to treat both captured African American Union soldiers and their white officers as participants in armed insurrection rather than as soldiers in armed conflict. This proclamation promised the harshest treatment including death for "...negro slaves captured in arms" to be treated according to state laws and captured commissioned Union officers serving with "armed slaves in insurrection against the authorities of the different States of this Confederacy." • Explore the motivations of the men who volunteered to serve in the pioneering 54th Massachusetts regiment. Explore and debate the irony of volunteering for military service despite being denied the rights of citizenship based on race. • People: Describe stories of individual members of the 54th. Trace how African Americans came from across the nation to join the unit. Explore the individual stories of the volunteers and their families. (For example, the story of: Sergeant William H. Carney, as the first African American to be awarded the Congressional Medal of Honor.) • Describe the ways in which the 54th Massachusetts Regiment inspired and encouraged the enlistment of close to 200,000 other black soldiers in the Civil War. Describe the overall contributions of African American troops in helping to secure the Union victory that helped to end slavery in the United States. • Explore how racism affected soldiers of the 54th. Explore the types of racism endured by the soldiers. Illustrate the politics and the challenges faced by soldiers and officers. Describe the personal and military challenges and triumphs for African American enlisted men in military service. Describe the challenges for white officers due to racism. Explore inequalities suffered by members of the regiment, including pay. • Explore Robert Gould Shaw, his family, his background, his motivations, abolition activity of the family, etc. • Promises of Freedom: As background, explore the complicated history of exchanging military service for promises of freedom for African Americans. Describe how both Americans and British used the promise of freedom after military service during the Revolution and in the 1812 conflict. 	<ul style="list-style-type: none"> • 54th Massachusetts Volunteer Infantry • People such as: <ul style="list-style-type: none"> - Robert Gould Shaw - Pen Hallowell - Sgt. William H. Carney - George Livermore - Ralph Waldo Emerson • Recruiting efforts • Military service as a vehicle for African American freedom seekers • Emancipation Proclamation • Camp Meigs • Pay issues • Popular culture and the 54th (for example, the movie, Glory) • Memorialization, the Shaw Memorial and Augustus Saint-Gaudens • Charles Sumner House • Camp Meigs/Meigs Field

54TH MASSACHUSETTS VOLUNTEER INFANTRY

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(54th Massachusetts origins, military service, legacy, memorialization)

Concepts	Topics and Stories
<ul style="list-style-type: none"> • Experienced Soldiers: As context, explore the long history of military service in and to the United States by African Americans (including in the American Revolution and the War of 1812). Highlight people of African descent who served (on both sides) in American military conflicts—especially in actions in and around Boston. Explain how past military service by African Americans was used to help convince President Lincoln to raise African American troops in the Union Army. Describe George Livermore’s contributions to this effort to convince Lincoln. • Memorialization: Describe the origins, meanings, and context of the Memorial to Robert Gould Shaw and the Massachusetts Fifty-Fourth Regiment, a bronze relief sculpture on the edge of Boston Common. Describe how it was created by sculptor Augustus Saint-Gaudens. Describe the memorial’s dedication. Analyze the meaning of the memorial and memorialization of the 54th Regiment and Shaw. • Legacy: Trace the history of the 54th Massachusetts until today including its reactivation in 2008 as a ceremonial unit for the Massachusetts National Guard. Illustrate how the regiment, its service, and its legacy remain a modern source of inspiration and pride. Illustrate the legacy of the 54th in popular culture (for example, the depiction of the regiment in the 1989 movie, <i>Glory</i>, which became a cultural touchstone for many about the regiment). Explore why the regiment has such a legacy. • Connect stories of the 54th Massachusetts Volunteer Infantry in Boston with its stories at other National Park Service and other sites, including New Bedford Whaling National Historical Park, Saint-Gaudens National Historic Site, Boston National Historical Park, Frederick Douglass National Historic Site, Fort Sumter National Monument, etc. 	



BUILDING COMMUNITY THROUGH FAITH, EDUCATION, AND ACTIVISM

African Americans in Boston created a vibrant community through shared and sustained commitment to education, faith, and political and social activism based on principles of universal human rights.

(Building community, faith, self-reliance, education, activism, and civil rights)

Concepts	Topics and Stories
<ul style="list-style-type: none"> Describe how the free African American community came to settle on Beacon Hill’s northern slope in the mid-1700s. Describe who the community’s earliest settlers were. Describe how African American residents living on Beacon Hill built a community through sustained shared commitment to education, religion, and political activism. Trace how these commitments shaped the community and shifted over time. Describe how these often courageous actions by African Americans in Boston challenged and illuminated the promises and contradictions inherent in “unfinished business” of the Declaration of Independence and the founding principles of the nation. Illustrate the ways in which the African Meeting House (1806) became a center of community life of the North Slope and a forum for a centuries-old long struggle for the elimination of slavery and for educational equality, social justice, religious freedom, political action, and cultural enrichment. Describe how the meeting house served as church, school, and gathering place. Explain that the African Meeting House was where the New England Anti-Slavery Society was founded in 1832. Highlight the activities, rhetoric, and tactics of William Lloyd Garrison and other abolitionist and equal rights lecturers at the meeting house. Describe the ways in which churches, schools, businesses, and other institutions shaped the civic life, culture, and influence of Boston’s free black community in the years leading up to the Civil War. Describe how, as early as 1798, African residents created a community school. Abiel Smith School (1835), one of the nation’s first public schools for African American children in the United States. African Bostonians fought to establish schools for their children. Describe how the Phillips School (1842) was one of Boston’s first integrated schools after a successful 1855 campaign to end segregated schools. Illustrate how the North Slope became a major stage for antebellum debates about and agitation for educational equality. Connect the early efforts for education for African Americans with efforts to desegregate the city’s public schools in the 1840s and 1850s. Explain the role that a quest for a good education and played in the sometimes violent struggles for freedom and civil rights in Boston over time, including struggles over segregation in education that was manifested in busing crises of the 1970s. Explore modern legacies of racism in Boston and the region, and trace the rocky history of the quest for civil rights in the region. Connect, compare, and contrast the abolitionist movement with the 1960s and 1970s Boston busing crisis, in which the struggle for equality exploded into violence. Debate the context, practical ramifications, personal tradeoffs, and human costs of seeking freedom and civil rights in Boston over two centuries. Describe, compare, and contrast the characteristics of leaders of the various movements for civil and human rights from the 18th to the 20th centuries. 	<ul style="list-style-type: none"> African Meeting House (as oldest extant documented African American church building in the United States and first black church in Boston) William Nell William Lloyd Garrison New England Anti-Slavery Society Civil rights Education equality Busing crises (1970’s) Site of Twelfth Baptist Church Site of John Rock House, 81-83 Phillips Street Site of John A. Andrew House, 110 Charles Street Site of David Walker/Maria Stewart House, 81 Joy Street

Note: 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.

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 format 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 partners and for park staff and others who develop interpretive programming and media.

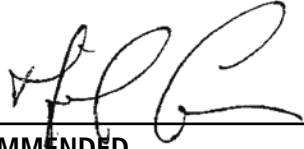




**Northeast Region Foundation Document Recommendation
Boston African American National Historic Site**

November 2015

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.

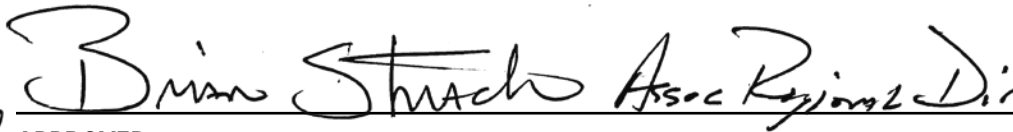


Nov 12, 2015

RECOMMENDED

Michael Creasey, Superintendent, National Parks of Boston

Date



11/15/15

APPROVED

for Michael A. Caldwell, Regional Director, Northeast Region

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.

BAOF 490/129452

November 2015

Foundation Document • Boston African American National Historic Site

