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Allensworth Background

Overview Colonel Allensworth State Historic Park was established in 1976 to recognize the contributions of African-American pioneers in the development of California. The central feature of the park is the Allensworth townsite, a 75-acre historic district. An adjoining 50 acres is used for visitor support facilities which includes parking, public restrooms, picnic area, campground, staff offices and residences, maintenance services, and a temporary visitor center. A permanent visitor center is under current planning for construction. There are additional acres of surrounding agricultural land and natural alkali scrub habitat that provides a buffer for the historic district and opportunities to interpret the historic agricultural practices and natural history of the area. A number of endangered species and species of special concern live within the park boundaries. These species include: Blunt-nose Leopard Lizard, Burrowing Owl, Tipton Kangaroo Rat and San Joaquin Kit Fox. These species will be interpreted, as well as protected through the design of park amenities.

General Development Plan The development and management policy of the park as identified in the 1976 General Development Plan follows:

"In dealing with the resources of Colonel Allensworth State Historic Park, the Department shall first preserve what

remains of the original town during its prime period of 1908 to 1918, then restore those elements of the town where physical remains are sufficient for that purpose, and finally, reconstruct those buildings, facilities, and their environments which are significant to the interpretation of the original town so that the physical appearance and atmosphere of Allensworth of the prime period is established*. The emphasis on all public uses will be directed toward obtaining a public awareness and understanding of the Allensworth achievement and its relationship to historical and social progress in California and America. Recreation facilities may be used to enhance the public understanding, in general, of the Allensworth story, but must be kept outside the area of the original townsite. Interpretation at Allensworth will have, as its prime objective, the explaining, and elaborating upon, the Allensworth story relative to today's conditions and events. The Department will involve the Black community in all efforts related to the project. All activities conducted at Allensworth will be carried out in accordance with the Resource Management Directives of the Department."

While the 1976 General Development Plan, and a draft Interpretive Prospectus written at about the same time period, offers interpretive subjects and program direction, the need for

review and revision was based on additional historical research, accessioning of museum and interpretive objects relevant to Allensworth, current reconstruction of historic structures, oral histories of Allensworth residents, and a changing social and cultural context that have occurred since that time, as well as, the evolution of interpretation.

Interpretive Master Plan This Interpretive Master Plan is part of an overall capital improvement project scheduled for completion by 2008. The Plan will, within the context of the General Development Plan, guide current and future visitor services, interpretive concessionaires, interpretive facilities, volunteer and cooperating association participation, theme development in planned and current buildings within the historic townsite, and theme development and general space needs for a new park visitor center.

Visitor & Site Narrative

Overview Visitors to Colonel Allensworth State Historic Park will embark on a journey to learn more about the town of Allensworth and it's visionary founders. Upon approaching the park by car or train, visitors will see the historic core of Allensworth, a site that encapsulates the time period of 1908-1918. Signage leads them to the Visitor Center where they are introduced to the interpretive period and to activities offered during their visit.

Visitor Center A new Visitor Center with interpretive exhibits will provide an historic overview of the time period when Colonel Allen Allensworth and his colleagues founded an all African American town in central California. Park staff can answer visitors' questions and announce docent-led programs. The Visitor Center will provide space for interpretive exhibits, meeting space, staff offices, and a gift store managed by Cooperative Association in partnership with California State Parks. The outdoor space will become a venue for annual events and celebrations, with a performance stage and covered picnic areas.

Historic Core After an introduction to the town and its history, visitors begin their journey into early twentieth century Allensworth. Entering

the historic core on either a self-guided or a staff-led tour, visitors encounter a collection of reconstructed homes and businesses on the 22-acre site.

Historic Structures Inside each structure, visitors will see historic furnishings and interpretive objects that capture the life and activities of early Allensworth residents.

Interactive Programs Docent-led, interactive programs will delve more deeply into the interpretive themes identified for each historic structure. Visitors will be able to interact with docents in period-dress who recount stories about the town of Allensworth.

Annual Events and Celebrations Annual events and celebrations take place throughout the year at Colonel Allensworth State Historic Park.

Interpretive Goals & Objectives

Historic Core

Interpretive Goal To plan and develop an exciting and immersive interpretive experience that is enjoyable for visitors of all ages and cultures.

Interpretive Period The interpretive period for the site and structures of Allensworth is 1908-1918. The Visitor Center will present an overall history of the town.

Objective 1 Create a culturally and historically accurate framework that weaves compelling stories through the town of Allensworth.

Objective 2 Pay tribute to the contributions of Colonel Allensworth, the members of the Allensworth community, the African American community, the State of California and the nation.

Objective 3 Maximize the opportunities of Environmental Living Program participants and other school groups to convey key concepts in California and African American history through the town of Allensworth.

Objective 4 Encourage a greater understanding of African American history and its relevance to life today.

Objective 5 Create a holistic interpretive framework that incorporates the Allensworth structures, interpretive themes, interactive programs, Visitor

Center, education programs and publications.

Objective 6 Provide an accessible visitor experience with interactive docent programs and hands-on activities, that also protects the historic structures of Allensworth.

INTERPRETIVE MASTER PLAN

How to Use the Interpretive Framework

Overview

This framework was developed to be used by park staff and volunteers in learning the interpretive methods that are currently being used at Allensworth State Historic Park, and creating their own interpretive activities. The aim of the framework matrixes is to show relationships between the sites/structures, interpretive themes, interpretive methods, and interactive programs to help create interpretive stories that span the whole site. The framework is not meant as a hard and fast list of what can and cannot be done at Allensworth, but as a guide to the resources and programs already available. It provides guidance on how to utilize these concepts and activities in interpreting the site and designing new interpretive activities. As new interpretive activities and themes are developed they will be added to the framework.

approach for the interpretive offerings. They establish the overall tone and direction and imply the desired effect that interpretation should have on visitors' attitudes and perspectives.

Primary themes define the most essential ideas or topics, like the chapters in a book. They carry the common thread of the unifying theme to tell a complete story.

Supportive themes provide more detailed perspectives on one or more of the primary themes.

Section Descriptions

Interpretive Theme Statements

Interpretive themes help provide a point of view or an approach to a particular subject or topic. Statements that introduce the interpretation of a subject but may not include all the information necessary to understand the subject. Four levels of interpretive themes are presented in this document.

Unifying themes provide a conceptual focus and general

Secondary Themes provide valuable, but non-essential information related to the unifying and primary themes. Like sidebars or footnotes in an article, secondary themes may be only tangentially related to the unifying theme.

Matrixes and Tables

The Interpretive Framework is presented in a series of matrixes and tables to help relate themes, structures/sites, interpretive methods, and interactive programs with each other. The matrixes and tables present the links between structures/sites, interpretive methods, interactive programs, and other detailed information sorted by structure/site, theme, or interactive program. This allows an interpreter to begin learning or planning an interpretive experience with a particular structure/site, theme, or interactive program. From there the interpreter can determine the other themes, interactive programs, and sites/structures that link to the first interest. By linking structures/sites, themes and interactive programs together the interpreter can create a unique interpretive story that can be tailored to the interpreters' or visitors' interests. In addition, the matrixes can allow the interpreter to create new interactive programs that are properly linked into the existing interpretation of Allensworth.

The Structure/Site Matrix

shows the themes, interpretive methods and interactive programs for each structure/site. The structures/sites can then be related to others by the similar themes they may share.

The Interactive Program Matrix

shows the themes and structures/sites that are related to each of the interactive programs.

The Theme & Structure/Site Table cross references the primary themes with the structures/sites, enabling the user to see the structure/site that is related to a desired theme.

Structures/Sites & Interactive Programs Table cross references the interactives programs that are designed for each structure/site.

Structure/Site Use Table details the resources and types of activities which are possible at each structure/site.

Interactive Programs & Resources Table relates the various resources available for each interactive program.

Definitions

House Museum A structure or site that is a historically accurate reconstruction to the interpretive period. Visitors may be toured through these sites or structures, but interactive programs are not permitted.

Usable House Museum A structure or site that is a historically accurate reconstruction to the interpretive period with furniture and implements that are usable by visitors under docent/staff direction.

Open Flame The use of cooking and/or heating stove within the structure and open fire within an established fire ring on site is permitted.

Enclosed Open Flame The use of kerosene lanterns is permitted.

Environmental Living Program (ELP) The Environmental Living Program offers children an overnight experience at the park. The participants explore the interaction between people and their environment and they are immersed, for a brief time, in the lifestyles and technologies of the past. The participants learn firsthand from their experiences and use this information to understand elements of the culture and era they have studied.

Environmental Studies Program (ESP) The Environmental Studies Programs have similar goals to the Environmental Living Program, but are organized without the overnight stay. ESPs are, however, structured to provide equally informative experiences in the allotted time.

Historic Demonstration Staff or docents demonstrate historically accurate activities found at Allensworth during the interpretive period. The

presentation can be either in first person or third person.

Role Playing Staff or docents interpret original residents of Allensworth.

Site Interpretation Staff or docents interpret a site or structure in either the first or third person. The interpreter may be stationed at the site or structure. These experiences are not monologues, but interactive exchanges of information and ideas.

Formal Tours Staff or docents conduct tours such as a guided walks or tram rides. Tours can include a single structure/site or multiple structures/sites.

Interpretive Methods The major process of interpretation is accomplished through these methods which include: site interpretation, role playing, historic demonstrations, formal tours, and interactive programs

Interactive Programs These are activities (such as baking, sewing, games, etc.) that engage the visitor and help them to experience Allensworth in the lifestyle and technology of the interpretive period.

Interpretive Framework

Interpretive Theme Statements
Outline of Interpretive Themes
Structures/Sites Matrix
Interactive Program Matrix
Themes & Structures/Site Table
Structure/Site & Interactive Programs Table
Structure/Site Use Table
Interactive Programs and Resources Table

Interpretive Theme Statements

Themes	Background
<p><i>Significant Community (Unifying Theme)</i> Colonel Allensworth and the community of Allensworth represent a significant chapter in the history of African Americans in California and the United States.</p>	<p>Between 1865 and 1915 an estimated sixty African American towns were founded in the United States. African Americans in California, like those in the rest of the nation lived in both rural and urban communities that were sometimes mostly segregated by law (restricted covenants, Jim Crow laws, etc.) and by chance. Of all the settlements in California, only Allensworth was organized with the sole purpose of elevating African Americans, improving their economic and social conditions and providing an opportunity to escape from the oppressive system of institutionalized racism and a chance for self-determination. Allensworth offered its residents the opportunity to achieve the unfulfilled promises of reconstruction: land, economic opportunity, education, civil and political rights. The belief was that the fulfillment of these promises would only be achieved through determined self-reliance.</p>
<p><i>American Ideals (Unifying Theme)</i> The creation of the community of Allensworth represents the implementation of American ideals by African Americans proving they can achieve the same level of social status and equality as other Americans.</p>	<p>The founders of Allensworth were striving to prove then could pursue the ideals and accomplishments achieved by the rest of America, as well as exercise their new found freedom.</p>

<i>Themes</i>	<i>Background</i>
<p><i>The Colonel (Primary Theme)</i> The life of Allen Allensworth, from being born into slavery to retiring as a Lieutenant Colonel in the U.S. Army, shaped his convictions for freedom and equality of African Americans in America, and led to his vision and founding of an African American community.</p>	
<p><i>The Vision (Supporting Theme)</i> The experiences of Colonel Allensworth shaped his ideas for a practical place for African Americans to live outside the envelope of social perceptions of what African Americans were capable of and allowed to do.</p>	
<p><i>Why There (Primary Theme)</i> The location of the town of Allensworth was chosen because of agricultural potential, availability of water and transportation, and the willingness of local land developers to sell to African Americans.</p>	
<p><i>Water and Land (Supporting Theme)</i> When Allensworth was founded there was available land for agriculture and an ample supply of ground water for use by the town and for irrigation.</p>	<p>Good groundwater supply was forced to the surface at the location of Allensworth in the form of artesian springs. These were easily tapped for a water supply for the town and for irrigation.</p>
<p><i>Railroad Access (Supporting Theme)</i> The availability of railroad access at the Solita depot was one of the main reasons for the location of the town.</p>	<p>In the early twentieth century almost all commerce and long distance personal travel was by rail, not trucks and cars. Small communities relied on the railroad to provide transportation of goods and people.</p>

INTERPRETIVE MASTER PLAN

<i>Themes</i>	<i>Background</i>
<p><i>Available Land (Supporting Theme)</i> One of the primary reasons for the location of the town was land made available for sale to African Americans by the Pacific Farming Company.</p>	<p>In the early twentieth century many real estate developers would not sell land and title to African Americans.</p>

<i>Themes</i>	<i>Background</i>
<p><i>Freedom and Self Reliance (Primary Theme)</i> The town was founded to allow African Americans to exercise their new freedoms in a self-reliant, independent community.</p>	
<p><i>A Better Future (Supporting Theme)</i> The individuals of Allensworth displayed determination and dedication in providing their families with a better life, rich in culture, dreams, and aspirations.</p>	
<p><i>Life and Times at Allensworth (Primary Theme)</i> Life in early twentieth century rural America lacked many of the modern conveniences we take for granted today, such as plumbing, electricity, supermarkets, cars, and television.</p>	
<p><i>Self Sufficiency (Supporting Theme)</i> Residents of Allensworth exemplified resourcefulness, strength, and frugality needed to live in the relatively isolated rural location of the town of Allensworth.</p>	<p>Early Pioneers relied on their own production of vegetables, poultry, eggs, and milk. They reused and recycled many of their materials.</p>
<p><i>Entertainment (Supporting Theme)</i> Early pioneers enjoyed a variety of entertainment with their families and friends.</p>	<p>Early pioneers did not have television, radio, or movies for entertainment and had to create their own entertainment with storytelling, music, reading, games, etc.</p>

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<i>Themes</i>	<i>Background</i>
<p><i>Geology and Geography (Primary Theme)</i> Many small towns in the lower San Joaquin Valley were affected by the changes in the water flow and uses of the natural resources of the area.</p>	<p>The Tulare Basin is the principle landform in the southern end of the San Joaquin Valley. It is generally a closed depression and only drains out to the ocean via the San Joaquin river during times of high water. The basin was formed as a result of an ancient structural depression and alluvial fans, creating a topographic height to the north. Colonel Allensworth State Historic Park is in the southeast corner of the Tulare Basin. Tulare Lake, now just a remnant of its ancestral lake, is a playa lake (seasonal lake) on the floor of the Tulare Basin. Thousands of years ago, it was a large, persistent lake that covered all of the Tulare Basin and drained northward to the San Joaquin river.</p>
<p><i>Flood Control (Supporting Theme)</i> Changes in the flow of rivers and streams for flood control in the San Joaquin valley caused major changes to the habitat and aquifers of Allensworth and the surrounding areas.</p>	

<i>Themes</i>	<i>Background</i>
<p><i>Water Diversion (Supporting Theme)</i> Diversion of water for use in agriculture and in the growing cities of the lower San Joaquin valley caused many of the valley lakes to go dry as well as the lowering of water tables in area.</p>	<p>In the recent past, the lake held enough water throughout the year to sustain fisheries and wetlands. However, years of sediment accumulation and dry climate caused the lake to become smaller and more shallow. Today irrigation diversions from the Kings River, flood control structures to the east and wells have lowered the water table. The lake is generally dry. Only in very wet years will water fill the lakebed and spill northward toward the San Joaquin river.</p>
<p><i>Land to Agriculture (Supporting Theme)</i> Much of the habitat, flora, and fauna of the lower San Joaquin area was changed as the land was used for agriculture.</p>	
<p><i>Town History (Primary Theme)</i> The history of Allensworth provides a rich timeline of stories that reflect important events of California, American, and World history.</p>	
<p><i>Individuals of the Community (Supporting Theme)</i> The small number of residents in the community made the individuals very connected to the events of the town.</p>	<p>Many people invested in the Allensworth community, but did not settle there. Also many Allensworth residents had substantial businesses outside of Allensworth.</p>
<p><i>The Decline of the Town (Supporting Theme)</i> The loss of railroad traffic, the decreasing water supply, and the death of Colonel Allensworth were major contributors to the decline of the economic stability in the town.</p>	

INTERPRETIVE MASTER PLAN

Themes	Background
<p><i>Town Planning (Supporting Theme)</i> The planning of the town as well as the architecture and construction of its buildings reflected the needs of the community.</p>	
<p><i>Oral Tradition (Supporting Theme)</i> The oral tradition of passing family and local history and events was a strong part of life in Allensworth.</p>	<p>This cultural aspect can be traced back to African oral traditions.</p>
<p><i>Strong Families (Supporting Theme)</i> Early twentieth century rural America had a strong dependence on the family unit, with all members contributing to the enrichment of the family.</p>	

<i>Themes</i>	<i>Background</i>
<p><i>Backdrop of the Early Twentieth Century (Primary Theme)</i> The events of early twentieth century American history affected the founding and growth of the Allensworth community.</p>	<p>Colonel Allen Allensworth deeply respected the self-help philosophy of Booker T. Washington, and established the town of Allensworth as the model to realize Washington's theories of economic self-sufficiency. The town attracted some of the brightest and most forward thinking African American men and women of the day. Many had their own ideas as to how the African American could best achieve not only economic, but also social equality in America. Most remained extremely patriotic in the face of withering racial discrimination. Some espoused the philosophy of W. E. B. Dubois and the Niagra Movement, while still others shared the back to Africa sentiments of Marcus Garvey and joined the Universal Negro Improvement Association. It was the dawn of a new century -- the twentieth century -- and a new century demanded the creation of a new African American.</p>
<p><i>Allensworth, a Strong Community (Primary Theme)</i> The small and isolated rural community of Allensworth had to have a strong interdependence, maintain faith in the face of adversity and hardships, and be far more self-reliant than many of today's communities.</p>	
<p><i>Community Activities (Supporting Theme)</i> Community activities, such as quilting/sewing circles, were both social and productive events that aided individuals directly and helped strengthen the community.</p>	

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<i>Themes</i>	<i>Background</i>
<p><i>A Better Future (Supporting Theme)</i> The individuals of Allensworth displayed determination and dedication in providing their families with a better life, rich in culture, dreams, and aspirations.</p>	<p>Allensworth residents contributed to the development of the greater community.</p>
<p><i>The Cast (Supporting Theme)</i> The diversity of personal histories of Allensworth's residents established the basis for a strong and diverse community.</p>	
<p><i>Commerce at Allensworth (Primary Theme)</i> The town of Allensworth maintained a thriving economy and interdependences of small businesses, the community, and agriculture.</p>	
<p><i>Small Business Diversity (Supporting Theme)</i> The diversity of small businesses in Allensworth was important to the economic interdependence of the isolated community.</p>	<p>Allensworth maintained many businesses including two stores, a drug store, a bakery, a hotel, a restaurant, liveries, and a barbershop.</p>
<p><i>Agricultural Activities at Allensworth (Supporting Theme)</i> Farming, cattle ranching, and dairies were important contributions to the economic base of Allensworth.</p>	
<p><i>Railroad Links (Supporting Themes)</i> The Railroad was an important connection between Allensworth and the outside world.</p>	<p>Almost all commercial supplies and mail were transported to Allensworth via rail. Agricultural products from Allensworth and the surrounding area were transported to markets via rail. Most visitors and settlers entered and left Allensworth via rail.</p>

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Themes	Background
<p><i>Advancement Through Education (Primary Theme)</i> Colonel Allensworth, shared with the African American community and many American immigrant cultures, the deep conviction that education will lead to a better life for their people.</p>	
<p><i>Importance of Education (Supporting Theme)</i> The Allensworth community was dedicated to the ideal of advancement through education.</p>	<p>This was shown by their investments in a two-room schoolhouse, creation of a school district, and the formation of the library.</p>
<p><i>Mrs. Allensworth's Dedication (Supporting Theme)</i> Mrs. Allensworth's dedication and support of the library enabled the residents of Allensworth to enrich their quality of life and build upon their dreams and aspirations.</p>	<p>The library was a point of pride for the community and reading was a respected activity in the town.</p>
<p><i>Transportation at Allensworth (Primary Theme)</i> The primary modes of transportation at Allensworth in the early twentieth century was the horse and wagon for local travel and the railroad for trips to and from the area.</p>	
<p><i>The Railroad (Supporting Theme)</i> The Santa Fe railroad was the primary conduit between Allensworth and the outside world for travelers, commerce and new families and individuals coming to settle at Allensworth.</p>	
<p><i>Horses (Supporting Theme)</i> Early pioneers took pride in their horses who were indispensable for farm work, transportation, and recreation.</p>	<p>Early twentieth century Allensworth did not normally have cars, trucks, and tractors and thus had to rely on horses.</p>
<p><i>Religion at Allensworth (Primary Theme)</i> Religion was important to Colonel Allensworth, and central to the formation and life of the community.</p>	<p>There were three different congregations that met in Allensworth.</p>

INTERPRETIVE MASTER PLAN

Themes	Background
<p><i>Investment in Religion (Supporting Theme)</i> The construction of the First Baptist Church and the artistic expression of its design represent the dedication of the community to its ideals.</p>	
<p><i>Art and Culture (Primary Theme)</i> The community of Allensworth had a deep appreciation of the arts and culture.</p>	<p>The community enjoyed plays, dances, singing, progressive societies, and associations.</p>
<p><i>Diverse Architecture (Primary Theme)</i> The town of Allensworth developed diverse architectural styles and details.</p>	
<p><i>Allensworth Today (Primary Theme)</i> Colonel Allensworth's achievements and beliefs in human dignity, rights, and freedoms are a model for all people.</p>	
<p><i>Allensworth and Modern Education (Supporting Theme)</i> The strong belief in and support of education in the Allensworth community offer important lessons for correcting many of the problems in our current educational systems.</p>	
<p><i>Modern Communities (Supporting Theme)</i> The deep belief in family and community that was part of the fabric of Allensworth sets an example for current communities that are struggling with a myriad of problems.</p>	<p>The town attracts thousand of visitors of all ethnic groups. Visitors are eager to learn about the contributions African Americans made to the state of California. The town inspires young people to set high standards for themselves in spite of adverse circumstances.</p>
<p><i>Other Communities (Supporting Theme)</i> Many immigrant communities in America established their own settlements to achieve the American ideals the Allensworth community pursued.</p>	

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<i>Themes</i>	<i>Background</i>
<i>Current Land Use (Supporting Theme)</i> The lower San Joaquin valley has a diverse range of land use as well as management practices.	

Outline of Interpretive Themes

- Significant Community (Unifying Theme)*
- American Ideals (Unifying Theme)*
 - The Colonel (Primary Theme)*
 - The Vision (Supporting Theme)*
- Why There (Primary Theme)*
 - Water and Land (Supporting Theme)*
 - Railroad Access (Supporting Theme)*
 - Available Land (Supporting Theme)*
- Freedom and Self Reliance (Primary Theme)*
 - A Better Future (Supporting Theme)*
- Life and Times at Allensworth (Primary Theme)*
 - Self Sufficiency (Supporting Theme)*
 - Entertainment (Supporting Theme)*
- Geography and Geology (Primary Theme)*
 - Flood Control (Supporting Theme)*
 - Water Diversion (Supporting Theme)*
 - Land to Agriculture (Supporting Theme)*
- Town History (Primary Theme)*
 - Individuals of the Community (Supporting Theme)*
 - The Decline of the Town (Supporting Theme)*
 - Town Planning (Supporting Theme)*
 - Oral Tradition (Supporting Theme)*
- Strong Families (Supporting Theme)*
- Backdrop of the Early Twentieth Century (Primary Theme)*
- Allensworth, a Strong Community (Primary Theme)*
 - Community Activities (Supporting Theme)*
 - A Better Future (Supporting Theme)*
 - The Cast (Supporting Theme)*

*Commerce at Allensworth
(Primary Theme)*

*Small Business Diversity
(Supporting Theme)*

*Agricultural Activities at
Allensworth (Supporting
Theme)*

*Railroad Links (Supporting
Theme)*

*Advancement Through Education
(Primary Theme)*

*Importance of Education
(Supporting Theme)*

*Mrs. Allensworth's
Dedication (Supporting
Theme)*

*Transportation at Allensworth
(Primary Theme)*

*The Railroad (Supporting
Theme)*

Horses (Supporting Theme)

*Religion at Allensworth
(Primary Theme)*

*Investment in Religion
(Supporting Theme)*

*Art and Culture (Primary
Theme)*

*Diverse Architecture (Primary
Theme)*

*Allensworth Today (Primary
Theme)*

*Allensworth and Modern
Education (Supporting
Theme)*

*Modern Communities
(Supporting Theme)*

*Other Communities
(Supporting Theme)*

*Current Land Use
(Supporting Theme)*

Structures / Sites Matrix

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
Allensworth Hotel <i>Usable House Museum / House Museum</i>	Freedom and Self Reliance (PR) Allensworth, a Strong Community (PR) Community Activities (SU) The Cast (SU) Commerce at Allensworth (PR) Small Business Diversity (SU) Railroad Links (SU) Art and Culture (PR) Diverse Architecture (PR) Town History (PR) Individuals of the Community (SU) Town Planning (SU)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Historical Dance Instruction Historical Sale/Service of Meals
Allensworth House <i>House Museum</i>	The Colonel (PR) The Vision (SU) Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Town History (PR) The Decline of the Town (SU) Town Planning (SU) Strong Families (SU) Backdrop of the Early Twentieth Century (PR) Allensworth, a Strong Community (PR) A Better Future (SU) The Cast (SU) Advancement Through Education (PR)	Formal Tour Site Interpretation Role Playing	

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<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
	Importance of Education (SU) Mrs. Allensworth's Dedication (SU) Religion at Allensworth (PR) Investment in Religion (SU) Diverse Architecture (PR) Art and Culture (PR)		

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> PR = Primary SU = Supporting	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
Allensworth Site <i>House Museum</i>	The Colonel (PR) Life and Times at Allensworth (PR) Self Sufficiency (SU)	Formal Tour Site Interpretation Role Playing	
Allensworth School <i>House Museum / Usable House Museum</i>	The Colonel (PR) The Vision (SU) Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Entertainment (SU) Geography and Geology (PR) Flood Control (SU) Water Diversion (SU) Land to Agriculture (SU) Allensworth Today (PR) Town History (PR) Town Planning (SU) Individuals of the Community (SU) Backdrop of the Early Twentieth Century (PR) Allensworth, a Strong Community (PR) Community Activities (SU) A Better Future (SU) The Cast (SU) Advancement Through Education (PR) Importance of Education (SU) Mrs. Allensworth's Dedication (SU) Art and Culture (PR) Diverse Architecture (PR) Allensworth Today (PR) Allensworth and Modern Education (SU)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Letter Writing Storytelling Historical Dance Instruction Plays Examples of School Academic Lessons Children's Games Croquet

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Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Ashby House</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>A Better Future (SU)</p> <p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Oral Tradition (SU)</p> <p>Strong Families (SU)</p> <p>Town Planning (SU)</p> <p>Allensworth, a Strong Community (PR)</p> <p>A Better Future (SU)</p> <p>The Cast (SU)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Pressed Apple Cider</p> <p>Ice Cream Making</p> <p>Butter Making</p> <p>Cream Separation</p> <p>Historical Baking</p>
<p>Ashby Barn & Site</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Geography and Geology (PR)</p> <p>Land to Agriculture (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Agricultural Activities at Allensworth (SU)</p> <p>Railroad Links (SU)</p> <p>Diverse Architecture (PR)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Ice Cream</p> <p>Cream Separation</p> <p>Wood Splitting</p> <p>Clothes Washing</p> <p>Animal Husbandry</p> <p>Cow Milking Demonstrations</p> <p>Candlemaking</p>
<p>Carter House</p> <p><i>House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>A Better Future (SU)</p> <p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Oral Tradition (SU)</p> <p>Strong Families (SU)</p>	<p>Formal Tour</p> <p>Formal Interpretation</p> <p>Site Interpretation</p> <p>Role Playing</p>	

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive</i> <i>Methods</i>	<i>Interactive</i> <i>Programs</i>
	Allensworth, A Strong Community (PR) A Better Future (SU) The Cast (SU) Diverse Architecture (PR)		

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Carter Livery</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Geography and Geology (PR)</p> <p>Land to Agriculture (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Agricultural Activities at Allensworth (SU)</p> <p>Railroad Links (SU)</p> <p>Transportation at Allensworth (PR)</p> <p>Horses (SU)</p> <p>The Railroad (SU)</p>	<p>Formal Tour Site</p> <p>Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Animal Husbandry</p> <p>Staging Area for Horse/Buggy Use</p>

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Dickerson Library</p> <p><i>Usable House Museum</i></p>	<p>The Colonel (PR) The Vision (SU) Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Entertainment (SU) Geography and Geology (PR) Flood Control (SU) Water Diversion (SU) Land to Agriculture (SU) Town History (PR) Individuals of the Community (SU) Town Planning (SU) Backdrop of the Early / Twentieth Century (PR) Allensworth, a Strong Community (PR) Community Activities (SU) A Better Future (SU) The Cast (SU) Commerce at Allensworth (PR) Advancement Through Education (PR) Importance of Education (SU) Mrs. Allensworth's Dedication (SU) Art and Culture (PR) Diverse Architecture (PR)</p>	<p>Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs</p>	<p>Letter Writing Storytelling Historical Research - Lesson Plans</p>

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Dotson Barn</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Agricultural Activities at Allensworth (SU)</p> <p>Railroad Links (SU)</p> <p>Transportation at Allensworth (PR)</p> <p>Horses (SU)</p> <p>Diverse Architecture (PR)</p>	<p>Formal Tour Site Interpretatio n</p> <p>Role Playing</p> <p>Historical Demonstratio s</p> <p>Interactive Programs</p>	<p>Ice Cream Making</p> <p>Wood Splitting</p> <p>Clothes Washing</p>
<p>Dotson Blacksmith Area</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Agricultural Activities at Allensworth (SU)</p> <p>Railroad Links (SU)</p> <p>Transportation at Allensworth (PR)</p> <p>Horses (SU)</p>	<p>Formal Tour Site Interpretatio n</p> <p>Role Playing</p> <p>Historical Demonstratio s</p> <p>Interactive Programs</p>	<p>Blacksmithi ng</p> <p>Sale of Historical Items</p>

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Dotson House & Restaurant</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>A Better Future (SU)</p> <p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Oral Tradition (SU)</p> <p>Strong Families (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business (SU)</p>	<p>Formal Tour Site</p> <p>Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Pressed Apple Cider</p> <p>Historical Baking</p> <p>Historical Sale/Service of Food Items/Meals</p>
<p>First Baptist Church</p> <p><i>Usable House Museum</i></p>	<p>The Colonel (PR)</p> <p>The Vision (SU)</p> <p>Town History (PR)</p> <p>Town Planning (SU)</p> <p>Individuals of the Community (SU)</p> <p>Allensworth, a Strong Community (PR)</p> <p>Community Activities (SU)</p> <p>Religion at Allensworth (PR)</p> <p>Investment in Religion (SU)</p> <p>Diverse Architecture (PR)</p>	<p>Formal Tour Site</p> <p>Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Storytelling</p> <p>Plays</p> <p>Services - Weddings</p> <p>Funerals</p> <p>Baptisms</p> <p>Small Meetings</p>

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
<p>Gross Drug Store (front room)</p> <p>House Museum</p>	<p>Life and Times at Allensworth (PR)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Backdrop of the Early Twentieth Century (PR)</p> <p>Allensworth, A Strong Community (PR)</p> <p>The Cast (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p>	<p>Formal Tour</p> <p>Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p>	
<p>Gross Drug Store (rear room)</p> <p>Usable House Museum</p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Entertainment (SU)</p>	<p>Formal Tour</p> <p>Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Quilting</p> <p>Letter Writing</p> <p>Corn Husk Dolls</p> <p>Storytelling</p> <p>Reading Short Stories</p> <p>Children's Games</p>
<p>Hackett Barn</p> <p>House Museum</p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Commerce at Allensworth (PR)</p>	<p>Formal Tour</p> <p>Site Interpretation</p> <p>Role Playing</p>	

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
Hackett House <i>House Museum</i>	Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Self Sufficiency (SU) Entertainment (SU) Town History (PR) Individuals of the Community (SU) Oral Tradition (SU) Strong Families (SU) Allensworth, a Strong Community (PR) A Better Future (SU) The Cast (SU) Community Activities (SU) Art and Culture (PR) Diverse Architecture (PR)	Formal Tour Site Interpretation Role Playing	
Hackett Site <i>House Museum</i>	Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Individuals of the Community (SU)	Formal Tour Site Interpretation Role Playing	

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
<p>Hindsman General Store</p> <p><i>House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>A Better Future (SU)</p> <p>Life and Times at Allensworth (PR)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Decline of the Town (SU)</p> <p>Town Planning (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Railroad Links (SU)</p> <p>Diverse Architecture (PR)</p>	<p>Formal Tour</p> <p>Site Interpretation</p> <p>Role Playing</p>	

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Hindsman House</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>A Better Future (SU)</p> <p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Entertainment (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Oral Tradition (SU)</p> <p>Strong Families (SU)</p> <p>Allensworth, a Strong Community (PR)</p> <p>A Better Future (SU)</p> <p>The Cast (SU)</p> <p>Art and Culture (PR)</p> <p>Community Arts (SU)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Quilting</p> <p>Letter Writing</p> <p>Corn Husk Dolls</p> <p>Storytelling</p> <p>Reading Short Stories</p> <p>Children's Games</p>
<p>Hindsman Site</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Wood Splitting</p> <p>Clothes Washing</p> <p>Woodworking</p> <p>Tin Punching</p>
<p>Johnson Bakery</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>Life and Times at Allensworth (PR)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Railroad Links (SU)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Pressed Apple Cider</p> <p>Historical Baking</p> <p>Historical Sale/Service of Food Items</p>

INTERPRETIVE MASTER PLAN

Structure/Site	Themes <i>PR = Primary</i> <i>SU = Supporting</i>	Interpretive Methods	Interactive Programs
<p>Johnson Site</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Railroad Links (SU)</p> <p>Agricultural Activities at Allensworth (SU)</p>	<p>Formal Tour Site</p> <p>Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Pressed Apple Cider</p> <p>Wood Splitting</p> <p>Egg Collecting</p> <p>Poultry raising</p>
<p>Milner's Barbershop</p> <p><i>House Museum</i></p>	<p>Freedom and Self Reliance (PR)</p> <p>Life and Times at Allensworth (PR)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Oral Tradition (SU)</p> <p>Backdrop of the Early Twentieth Century (PR)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Art and Culture (PR)</p> <p>Diverse Architecture (PR)</p>	<p>Formal Tour Site</p> <p>Interpretation</p> <p>Role Playing</p>	

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
Phillips House <i>Usable House Museum</i>	Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Self Sufficiency (SU) Entertainment (SU) Town History (PR) Individuals of the Community (SU) Strong Families (SU) Diverse Architecture (PR)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Quilting Letter Writing Corn Husk Dolls Pressed Apple Cider Historical Baking Storytelling Children's Games
Phillips Site <i>Usable House Museum</i>	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Individuals of the Community (SU) Strong Families (SU)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Candlemaking Wood Splitting Clothes Washing Egg Collecting Poultry Raising
Railroad Boxcar <i>Usable House Museum</i>	Why There (PR) Railroad Access (SU) Town History (PR) The Decline of the Town (SU) Town Planning (SU) Backdrop of the Early Twentieth Century (SU) Commerce at Allensworth (PR) Railroad Links (SU) Transportation at Allensworth (PR) The Railroad (SU) Diverse Architecture (PR)	Formal Tour Site Interpretation Role Playing Historical Demonstrations	

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
<p>Robinson House</p> <p><i>*Used for Costume Storage</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Self Sufficiency (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Diverse Architecture (PR)</p>	<p>* Formal Tour of Exterior of Building and Site</p>	
<p>Singleton Store <i>(front room)</i></p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR)</p> <p>Entertainment (SU)</p> <p>Town History (PR)</p> <p>Individuals of the Community (SU)</p> <p>Town Planning (SU)</p> <p>Strong Families (SU)</p> <p>Commerce at Allensworth (PR)</p> <p>Small Business Diversity (SU)</p> <p>Railroad Links (SU)</p> <p>Art and Culture (PR)</p>	<p>Formal Tour Site Interpretation</p> <p>Role Playing</p> <p>Historical Demonstrations</p> <p>Interactive Programs</p>	<p>Delivering Mail/Packages</p> <p>Music</p>

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> <i>PR = Primary</i> <i>SU = Supporting</i>	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
Singleton Site <i>Usable House Museum</i>	Life and Times at Allensworth (PR) Entertainment (SU) Art and Culture (PR) Town History (PR)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Horseshoe Toss Croquet Wood Working Tin Punching
Smith House <i>House Museum</i>	Life and Times at Allensworth (PR) Self Sufficiency (SU) Entertainment (SU) Freedom and Self Reliance (PR) A Better Future (SU) Town History (PR) Individuals of the Community (SU) Allensworth, a Strong Community (PR) A Better Future (SU) The Cast (SU) Art and Culture (PR)	Formal Tour Site Interpretation Role Playing	
Smith Site <i>Usable House Museum</i>	Freedom and Self Reliance (PR) Life and Times at Allensworth (PR) Self Sufficiency (SU) Allensworth, a Strong Community (PR) The Cast (SU) Town History, (PR) Oral Traditions (SU)	Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs	Animal Husbandry Egg Collecting Poultry Raising Gardening Cream Separation Butter Making

INTERPRETIVE MASTER PLAN

<i>Structure/Site</i>	<i>Themes</i> PR = Primary SU = Supporting	<i>Interpretive Methods</i>	<i>Interactive Programs</i>
<p>Stockett House</p> <p><i>Usable House Museum</i></p>	<p>Freedom and Self Reliance (PR) A Better Future (SU) Life and Times at Allensworth (PR) Self Sufficiency (SU) Entertainment (SU) Town History (PR) Individuals of the Community (SU) Allensworth, a Strong Community (PR) A Better Future (SU) The Cast (SU) Diverse Architecture (PR)</p>	<p>Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs</p>	<p>Quilting Letter Writing Corn Husk Dolls Pressed Apple Cider Ice Cream Making Historical Baking Storytelling</p>
<p>Stockett Site</p> <p><i>Usable House Museum</i></p>	<p>Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Individuals of the Community (SU)</p>	<p>Formal Tour Site Interpretation Role Playing Historical Demonstrations Interactive Programs</p>	<p>Candlemaking Wood Splitting Clothes Washing Animal Husbandry Tin Punching Wood Working</p>

Interactive Program Matrix

<i>Interactive Program</i>	<i>Structure</i>	<i>Themes</i>
Candlemaking <i>Fundraising opportunity</i>	Hindsman Site Phillips Site Stockett Site	Life and Times at Allensworth (PR) Self Sufficiency (SU)
Quilting <i>Fundraising opportunity</i>	Gross Drug Store (rear) Hindsman House Phillips House Stockett House	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Oral Tradition (SU) Allensworth, a Strong Community (PR) Community Activities (SU)
Letter Writing <i>Fundraising opportunity</i>	Allensworth School Dickerson Library Gross Drug Store (rear) Hindsman House Phillips House Stockett House	The Colonel (PR) The Vision (SU) Life and Times at Allensworth (PR) Entertainment (SU) Advancement Through Education (PR) Art and Culture (PR)
Horseshoe Toss <i>Fundraising opportunity</i>	Singleton Site	Life and Times at Allensworth (PR) Entertainment (SU)
Corn Husk Dolls	Gross Drug Store (rear) Hindsman House Phillips House Stockett House	Life and Times at Allensworth (PR) Entertainment (SU) Commerce at Allensworth (PR) Art and Culture (PR) Allensworth, a Strong Community (PR) Community Activities (SU)

INTERPRETIVE MASTER PLAN

<i>Interactive Program</i>	<i>Structure</i>	<i>Themes</i>
Pressed Apple Cider	Ashby House Dotson House Johnson Bakery Phillips House Stockett House	Life and Times at Allensworth (PR) Self Sufficiency (SU) Commerce at Allensworth (PR) Agricultural Activities at Allensworth (SU)
Ice Cream Making	Ashby Site Dotson Site Stockett Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Allensworth, a Strong Community (PR) Community Activities (SU)
Butter Making	Ashby House Ashby Site Smith Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Commerce at Allensworth (PR) Agricultural Activities at Allensworth (SU)
Cream Separation	Ashby House Ashby Site Smith Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Commerce at Allensworth (PR) Agricultural Activities at Allensworth (SU)
Historical Baking <i>Fundraising opportunity</i>	Ashby House Dotson House Johnson Bakery Phillips House Stockett House	Life and Times at Allensworth (PR) Self Sufficiency (SU) Commerce at Allensworth (PR) Small Business Diversity (SU)
Wood Splitting	Ashby Site Dotson Site Hindsman Site Johnson Site Phillips Site Stockett Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Strong Families (SU)

INTERPRETIVE MASTER PLAN

<i>Interactive Program</i>	<i>Structure</i>	<i>Themes</i>
Clothes Washing	Ashby Site Dotson Site Hindsman Site Phillips Site Stockett Site Smith Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Oral Tradition (SU) Strong Families (SU) Allensworth, a Strong Community (PR) Community Activities (SU)
Animal Husbandry	Ashby Site Carter Livery Smith Site Stockett Site Phillips Site Singleton Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Commerce at Allensworth (PR) Small Business Diversity (SU) Agricultural Activities at Allensworth (SU) Transportation at Allensworth (PR) Horses (SU)
Storytelling	Allensworth School Dickerson Library First Baptist Church Gross Drug Store (rear) Hindsman House Phillips House Stockett House	Life and Times at Allensworth (PR) Entertainment (SU) Town History (PR) Individuals of the Community (SU) Oral Tradition (SU) Strong Families (SU) Backdrop of the Early Twentieth Century (SU) Allensworth, a Strong Community (PR) Community Activities (SU) The Cast (SU) Art and Culture (PR)

INTERPRETIVE MASTER PLAN

<i>Interactive Program</i>	<i>Structure</i>	<i>Themes</i>
Delivering Mail/Packages	Singleton Store (front) Dickerson Library	Commerce at Allensworth (PR) Small Business Diversity (SU) Railroad Links (SU) Transportation at Allensworth (PR) Horses (SU)
Cow Milking Demonstrations	Ashby Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Strong Families (SU) Commerce at Allensworth (PR) Small Business Diversity (SU) Agricultural Activities at Allensworth (SU) Railroad Links (SU)
Blacksmithing <i>Fundraising opportunity</i>	Dotson Blacksmith Area	Town History (PR) Town Planning (SU) Commerce at Allensworth (PR) Small Business Diversity (SU) Agricultural Activities at Allensworth (SU) Transportation at Allensworth (PR) Horses (SU)
Egg Collecting/ Poultry Raising <i>Fundraising opportunity</i>	Johnson Site Phillips Site Smith Site	Life and Times at Allensworth (PR) Self Sufficiency (SU) Town History (PR) Strong Families (SU) Commerce at Allensworth (PR) Small Business Diversity (SU)

INTERPRETIVE MASTER PLAN

<i>Interactive Program</i>	<i>Structure</i>	<i>Themes</i>
Historical Dance Instruction	Allensworth Hotel Allensworth School	Life and Times at Allensworth (PR) Entertainment (SU) Art and Culture (PR)
Croquet <i>Fundraising opportunity</i>	School Singleton Site	Life and Times at Allensworth (PR) Entertainment (SU)
Wood Working <i>Fundraising opportunity</i>	Singleton Site Stockett Site	Life and Times at Allensworth (PR) Entertainment (SU) Allensworth, A Strong Community (PR) Community Activities (SU)
Tin Punching <i>Fundraising opportunity</i>	Singleton Site Stockett Site	Life and Times at Allensworth (PR) Entertainment (SU) Allensworth, A Strong Community (PR) Community Activities (SU)

Themes & Structure / Site Table

	Primary Themes														
	The Colonel	Why There	Freedom and Self	Life and Times	Town History	Geology and Geography	Strong Community	Commerce at Allensworth	Advancement Through	Transportation	Religion at Allensworth	Art and Culture	Diverse Architecture	Allensworth Today	Backdrop of the Early
Allensworth Hotel			◆	◆	◆		◆	◆				◆	◆		
Allensworth House	◆		◆		◆		◆		◆		◆		◆		◆
Allensworth Site	◆			◆											
Allensworth School	◆			◆	◆	◆	◆		◆			◆	◆	◆	◆
Ashby House			◆	◆	◆		◆								
Ashby Site				◆		◆		◆					◆		
Carter House			◆	◆	◆		◆						◆		
Carter Livery				◆	◆	◆	◆		◆						
Dickerson Library	◆		◆	◆	◆	◆	◆	◆	◆				◆		◆
Dotson Barn				◆	◆			◆		◆			◆		
Dotson Blacksmith Area			◆	◆	◆			◆		◆					
Dotson House			◆	◆	◆			◆							
First Baptist Church	◆				◆		◆			◆			◆		
Gross Drug Store (front room)				◆	◆		◆	◆							◆
Gross Drug Store (rear room)				◆											
Hackett Barn				◆	◆			◆							
Hackett House			◆	◆	◆		◆						◆		
Hackett Site			◆	◆	◆										
Hindsman General Store			◆	◆	◆			◆					◆		
Hindsman House			◆	◆	◆		◆					◆			
Hindsman Site				◆											
Johnson Bakery			◆	◆	◆			◆							
Johnson Site				◆				◆							
Milner's Barbershop			◆	◆	◆			◆					◆		◆
Phillips House			◆	◆	◆								◆		
Phillips Site				◆											
Railroad Boxcar		◆			◆			◆		◆			◆		

	Primary Themes												
Robinson House				◆	◆								◆
Singleton Site				◆	◆			◆					
Singleton Store (front room)				◆	◆			◆				◆	
Smith House			◆	◆	◆		◆					◆	
Smith Site			◆	◆	◆		◆						
Stockett House			◆	◆	◆		◆					◆	
Stockett Site				◆	◆								

Structure/Site & Interactive Programs Table

	Interactive Programs																							
	Candlemaking	Quilting	Letter Writing	Horseshoe Toss	Corn Husk Dolls	Pressed Apple Cider	Ice Cream	Butter Making	Cream Separation	Historical Baking	Wood Splitting	Clothes Washing	Animal Husbandry	Storytelling	Delivering	Cow Milking	Blacksmithing	Poultry Raising/Egg	Lesson Plan	Dance Instruction	Tin Punching	Wood Working	Croquet	
Allensworth Hotel																			◆	◆				
Allensworth School		◆												◆					◆	◆				◆
Ashby House					◆	◆	◆	◆	◆										◆					
Ashby Site						◆	◆	◆		◆	◆	◆				◆			◆					
Carter Livery													◆						◆					
Dickerson Library		◆												◆	◆				◆					
Dotson Blacksmith Area																	◆		◆					
Dotson House						◆				◆									◆					
Dotson Site						◆					◆	◆							◆					
First Baptist Church														◆					◆					
Gross Drug Store (rear)	◆	◆			◆									◆					◆					

INTERPRETIVE MASTER PLAN

	Interactive Programs																							
	Candlemaking	Quilting	Letter Writing	Horseshoe Toss	Corn Husk Dolls	Pressed Apple Cider	Ice Cream	Butter Making	Cream Separation	Historical Baking	Wood Splitting	Clothes Washing	Animal Husbandry	Storytelling	Delivering	Cow Milking	Blacksmithing	Poultry Raising/Egg	Lesson Plan	Dance Instruction	Tin Punching	Wood Working	Croquet	
room)																								
Hindsman House		◆	◆		◆									◆					◆					
Hindsman Site	◆										◆	◆		◆					◆					
Johnson Bakery						◆				◆									◆					
Johnson Site						◆					◆							◆	◆					
Phillips House		◆	◆		◆	◆				◆				◆					◆					
Phillips Site	◆										◆	◆	◆					◆	◆					
Railroad Boxcar																								
Singleton Site				◆									◆						◆		◆	◆	◆	
Singleton Store (front room)															◆				◆					
Smith Site								◆	◆			◆	◆					◆	◆					
Stockett House		◆	◆		◆	◆	◆			◆				◆					◆					
Stockett Site	◆										◆	◆	◆						◆		◆	◆		

Structure / Site Use Table

Structure/Site	Description					Accessibility				Restrictions			Resources				
	House Museum	Useable House Museum	ESP/ELP site	Storage Available	Modern Amenities	ADA	Limited Parking	Restrooms	Overnight	Enclosed Open Flame	Historical Cooking	Fire Permitted	Archeology Report	Furnishing Plan	Cultural Landscape/Site	Brief Historical	Historical Document
Allensworth Hotel	◆	◆	◆		◆	◆	◆	◆	◆	◆		◆	◆		◆	◆	◆
Allensworth House	◆					◆	◆						◆			◆	◆
Allensworth Site	◆					◆										◆	◆
Allensworth School	◆	◆	◆				◆						◆			◆	◆
Ashby House		◆	◆			◆	◆			◆	◆	◆		◆		◆	◆
Ashby Site		◆	◆			◆				◆	◆	◆					◆
Carter House	◆						◆						◆			◆	◆
Carter Livery		◆	◆			◆	◆			◆			◆			◆	◆
Dickerson Library		◆	◆			◆	◆						◆			◆	◆
Dotson Barn		◆	◆	◆		◆	◆	◆		◆			◆	◆		◆	◆
Dotson Blacksmith Area		◆	◆			◆	◆			◆		◆	◆			◆	◆
Dotson House		◆	◆			◆	◆			◆	◆	◆	◆	◆		◆	◆
First Baptist Church		◆	◆			◆	◆						◆	◆		◆	◆
Gross Drug Store (front room)	◆					◆	◆							◆		◆	◆
Gross Drug Store (rear room)		◆	◆		◆	◆	◆			◆				◆		◆	◆
Hackett Barn	◆					◆	◆						◆	◆		◆	◆
Hackett House	◆					◆	◆						◆	◆		◆	◆
Hackett Site	◆					◆	◆						◆	◆		◆	◆
Hindsman General Store	◆					◆	◆						◆	◆		◆	◆
Hindsman House		◆	◆			◆	◆						◆	◆		◆	◆
Hindsman Site		◆	◆			◆	◆			◆			◆	◆		◆	◆
Johnson Bakery		◆	◆			◆	◆			◆	◆	◆	◆	◆		◆	◆
Johnson Site		◆	◆			◆	◆			◆		◆	◆	◆		◆	◆
Milner's Barbershop	◆			◆		◆	◆						◆	◆		◆	◆
Phillips House		◆	◆			◆	◆			◆	◆	◆	◆	◆		◆	◆
Phillips Site		◆	◆			◆	◆			◆		◆	◆	◆		◆	◆
Railroad Boxcar		◆	◆			◆	◆			◆			◆			◆	◆
Robinson House				◆									◆			◆	◆
Singleton Site		◆	◆	◆		◆	◆			◆		◆	◆			◆	◆

INTERPRETIVE MASTER PLAN

Structure/Site	Description					Accessibility			Restrictions			Resources					
	House Museum	Useable House Museum	ESP/ELP site	Storage Available	Modern Amenities	ADA	Limited Parking	Restrooms	Overnight	Enclosed Open Flame	Historical Cooking	Fire Permitted	Archeology Report	Furnishing Plan	Cultural Landscape/Site	Brief Historical	Historical Document
Singleton Store (front room)		◆	◆			◆	◆					◆				◆	◆
Singleton Store (rear room)		◆	◆		◆	◆	◆	◆	◆	◆				◆		◆	◆
Smith House	◆						◆						◆	◆		◆	◆
Smith Site		◆	◆	◆		◆	◆			◆				◆	◆	◆	◆
Stockett House		◆	◆			◆	◆			◆	◆	◆	◆	◆		◆	◆
Stockett Site		◆	◆			◆	◆			◆		◆	◆	◆		◆	◆

Interactive Programs & Resources Table

Interactive Program	Program				Resources			
	Historical	Event/Visitor	ELP/ESP	Fundraising	Equipment Supplied	Materials Needed	Activity	Required Training
Candlemaking	◆	◆	◆	◆	◆	◆	◆	
Quilting	◆	◆	◆	◆		◆	◆	
Letter Writing	◆	◆	◆	◆			◆	
Corn Husk Dolls	◆	◆	◆		◆		◆	
Pressed Apple Cider	◆	◆	◆		◆	◆	◆	
Ice Cream	◆	◆	◆		◆	◆	◆	
Butter Making	◆	◆	◆		◆	◆	◆	
Cream Separation	◆	◆	◆		◆	◆	◆	
Historical Baking	◆		◆	◆	◆	◆	◆	◆
Wood Splitting	◆		◆		◆		◆	◆
Clothes Washing	◆	◆	◆		◆		◆	
Animal Husbandry	◆		◆		◆		◆	◆
Storytelling	◆	◆	◆				◆	
Delivering Mail/Packages		◆	◆		◆	◆	◆	
Cow Milking Demonstrations	◆	◆	◆			◆	◆	
Blacksmithing	◆		◆	◆	◆	◆	◆	◆
Egg Collecting			◆	◆	◆		◆	◆
Tin Punching		◆	◆	◆			◆	
Wood Working	◆	◆	◆	◆	◆	◆	◆	
GAMES								
Horseshoe Tossing		◆	◆	◆	◆		◆	
Cow Bingo		◆	◆	◆		◆	◆	
Paddle Ball		◆	◆		◆		◆	
Croquet		◆	◆	◆	◆		◆	

Site Recommendations

General Site Recommendations

Site Map -- Recommendation 1

Site Map -- Recommendation 2

General Site Recommendations

The following recommendations are derived from informal observations and review of reference materials provided by California State Parks. Please refer to the following site maps (Existing Site, Recommendation 1, and Recommendation 2) regarding these recommendations.

Visitor Center / Visitor Use Area

Currently, the campgrounds, existing Visitor Center trailer, and all visitor amenities are located in the historic core. Because the historic core will interpret the specific period of 1908-1918, these modern features can be relocated to the newly acquired property north of the historic core. This new area will offer "modern" activities, such as amplified music and voice. The Visitor Center will interpret primary themes presented in the historic core, in addition to topics that represent the Allensworth community as a whole.

Cultural Landscape Currently, the landscaping includes lawns within trees in the historic core. Because the vegetation is not historically accurate, it is not appropriate to remain in the historic core. A more appropriate location will be the new Visitor Use Area, where the modern Visitor Center structure can have non-historic shade trees and lawns that add to comfort and interpretive experience for visitors.

Transition of Visitors' Experience

Currently, visitors enter the historic core by car. The existing Visitor Center and

visitor amenities are located within the historic core. To better celebrate the historic time period of the historic core, visitors should transition from a modern to historic time period. One possibility is to use the restored railroad boxcar to create an assembly and transition point for visitors going from the new Visitor Center on their way to the historic core. Visitors will enter the historic core as if they were arriving by train to early Allensworth through a boxcar with recreated railroad station artifacts that reinforce the interpretive period of 1908-1918.

Agricultural Demonstration Area

Currently, the agricultural demonstration area is located in the historic core. Because the vegetation is not historically accurate and habitat protection restrictions, it is not appropriate to remain in the historic core. A more appropriate location for the agricultural demonstration area is the newly acquired agricultural site. For the historic core, a Cultural Landscape Plan will be developed that will enhance visitors' interpretive experience.

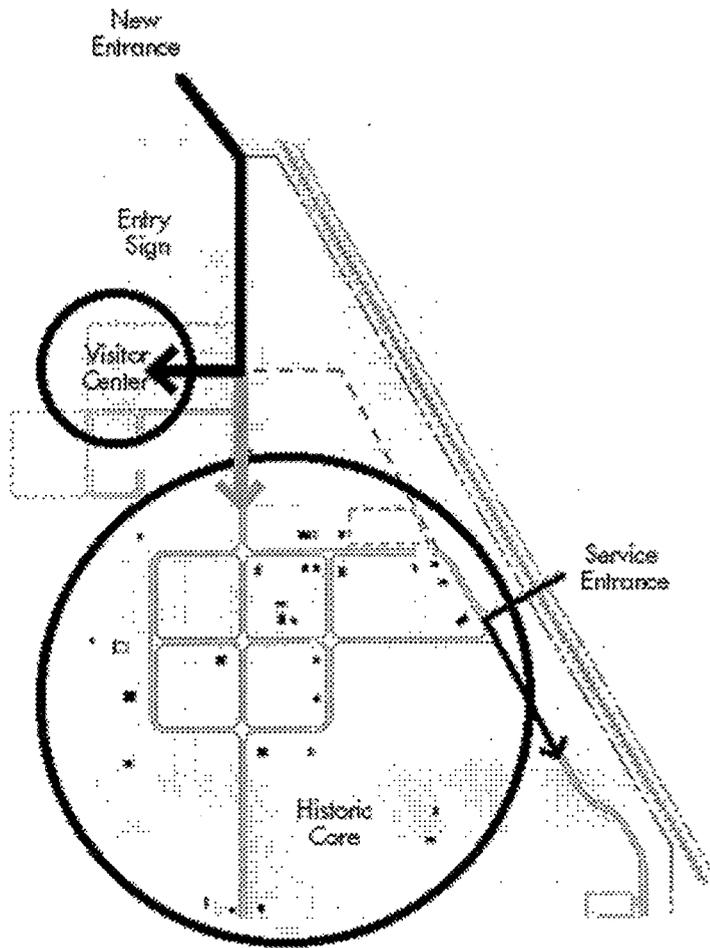
Interpretive Methods Currently, interpretation is offered in the existing Visitor Center exhibits, on wayside graphics, and by park staff who facilitate guided tram tours. During special events, docents interpret the historic structures. Future interpretation can be supplemented with the recommendations in this Interpretive Master Plan. The Primary Themes presented here

highlight appropriate activities and topics, which will take visitors on a well-rounded interpretive journey to historic Allensworth.

Self-guided Tours When no programs or events are available, visitors can use self-guided brochures to supplement their interpretive experience in the historic core.

ADA Compliance Currently, buildings in the historic core and the existing visitor center provide wheelchair accessible ramps. For future interpretation, audio programs can be made available to visitors that meet ADA guidelines and enrich the interpretive experience.

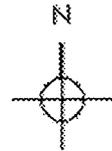
Site Map -- Recommendation 1



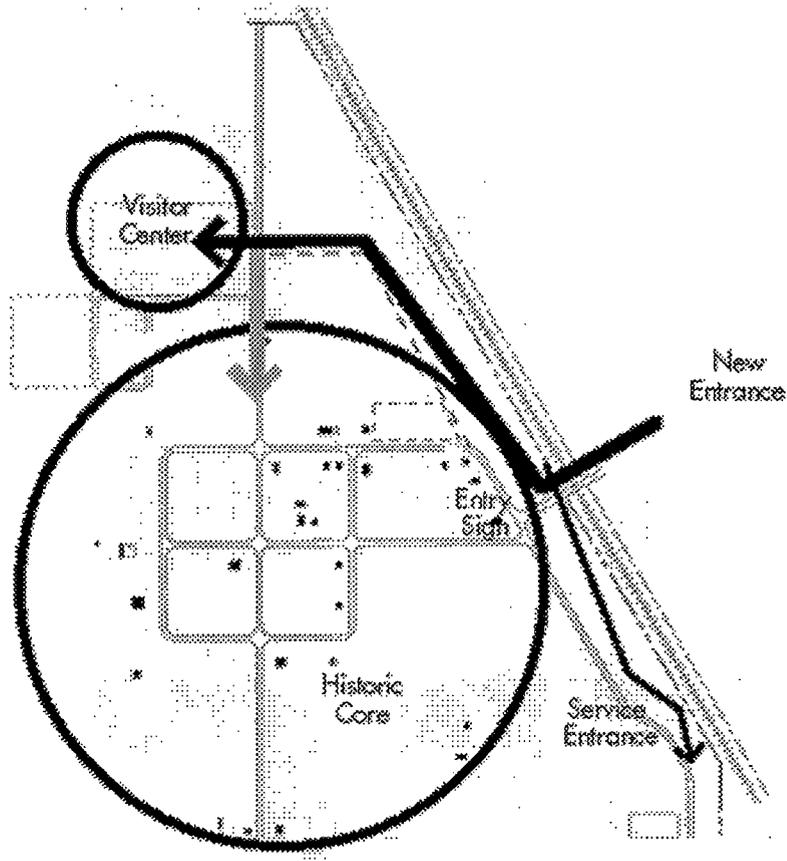
A

Visitor Circulation Diagram - Alternative 1

Scale: Not to Scale



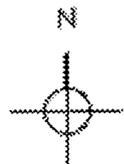
Site Map -- Recommendation 2



B

Visitor Circulation Diagram - Alternative 2

Scale: Not to Scale



Visitor Center Recommendations

Site Recommendations & Phasing
Interpretive Planning
Project Phasing
Fundraising

Site Recommendations & Phasing

Phase I -- Existing Visitor Center Trailer

- Until the new Visitor Center is constructed, utilize the current trailer at its current location as the Visitor Center.
- Remodel existing trailer to comply with ADA guidelines
- Remove existing exhibits
- Install new interpretive graphics to present suggested primary themes
- Install new video program

including lawns, picnic areas and camping areas.

- Place restored railroad boxcar so visitors can move past it on their way to the Historic Core, as if they were arriving by train to historic Allensworth.

Phase II -- Relocate Visitor Center Trailer

- Relocate trailer to newly-acquired area north of historic core so that modern events and Visitor Center function outside the historic core.
- Explore potential partnerships with other local and state agencies to connect Allensworth with the larger Central Valley area and environment.

Phase III -- New Visitor Center Facility

- Design and construct a new Visitor Center to allow space for interpretive exhibits, meeting space, staff offices, and a gift store managed by Cooperative Association in partnership with California State Parks.
- New Visitor Center area should provide modern amenities,

INTERPRETIVE MASTER PLAN

New Building Square Footage Recommendations

Visitor Center Building -- Building 1	Square Footage
Restrooms	500
Janitorial	64
Lobby	600
Information Desk / Reception	200
Visitor Center Office	144
Sales Area	225
Sales Office	144
Sales Storage	75
Exhibit Gallery	1,200
Mini-Theater	300
Exhibit Storage	100
Building Support	100
Total	3,652

Education Center -- Building 2	Square Footage
Restrooms	500
Janitorial	64
Lobby	500
Classroom / Multi-purpose Room	750
Classroom / Multi-purpose Room Storage	100
Library	144
Education Center Office	144
Kitchen	400
Building Support	100
Total	2,702

Interpretive Planning

The future Visitor Center should focus on a core set of primary themes that cut across the Allensworth community as a whole. The Visitor Center interpretation should not try to interpret all the individual structures and characters, but just use a few of them as teaching points within the interpretation of the primary themes.

Suggested Primary Themes for Visitor Center

Unique Community (Unifying Theme)

Colonel Allensworth and the community of Allensworth represent a significant and unique chapter in the history of African Americans in California and the United States. While there were other all African American communities that were formed in the late 19th and early 20th centuries, Allensworth was unique in that it recruited very independent individuals that came to Allensworth from diverse backgrounds and with financial backing. This allowed the rapid development of a complex and rich community at Allensworth with a strong business environment.

American Ideals (Unifying Theme)

The formation of the community of Allensworth represents the implementation of American ideals by African Americans, proving they can achieve the American dream. African Americans that founded Allensworth were striving to prove they could achieve all the ideals and accomplishments achieved by the rest of America as well exercise their newfound freedoms to do this.

The Colonel (Primary Theme)

The life of Colonel Allensworth, from being born into slavery to becoming a Colonel in the U.S. Army, shaped his convictions for freedom and equality for African Americans in America, and led to his founding of Allensworth.

Why There (Primary Theme)

The location of the town of Allensworth was chosen because of its agricultural potential, its access to water and transportation, as well sellers

willing to sell to African Americans.

Freedom and Self Reliance (Primary Theme)

Allensworth was founded to allow black Americans to exercise their new freedoms in an independent community that was self-reliant.

Geology and Geography (Primary Theme)

Many small towns in the lower San Joaquin Valley were affected by the changes in the water flow and uses of the natural resources of the area.

Town History (Primary Theme)

The history of Allensworth presents a rich timeline of stories and events that cuts across very important events of California, America, and World history.

Backdrop of the Early Twentieth Century (Primary Theme)

The events of early twentieth century American history affected the founding and growth of the Allensworth community.

Religion at Allensworth (Primary Theme)

Religion was very important to Colonel Allensworth, and central to the formation and life of the Allensworth community.

Commerce at Allensworth (Primary Theme)

The all African American town had its own thriving economy that maintained a rich interdependence of small businesses, the community, and agriculture.

Advancement Through Education (Primary Theme)

Colonel Allensworth, as well as the African American community and many American immigrant cultures, have a deep conviction

that better education will lead to a betterment of their peoples.

Transportation at Allensworth (Primary Theme)

The primary modes of transportation at Allensworth in the early 20th century were by horse and wagon for local travel and the railroad for travel to and from the area.

Town Planning (Primary Theme)

The planning of the town as well as the architecture and construction of its structures, was a reflection of the needs of the community and it's freedom of expression.

Allensworth, a Strong Community (Primary Theme)

The small and isolated rural community of Allensworth had to have a very strong interdependence, maintain strong faith in the face of adversity and hardships, and be very self-reliant compared to many of today's communities.

Allensworth Today (Primary Theme)

Colonel Allensworth's achievements and beliefs in human dignity, rights, and freedoms are a model for modern day people of all races.

Fundraising

Typically, Visitor Center size is determined by visitation patterns of California State Parks sites. The visitation rate of Colonel Allensworth SHP is not as high as that of other California State Park sites. Given this consideration and the limited monetary support available for California State Parks interpretive projects, building and maintaining the new Visitor Center, as envisioned by Project 2008, will require outside support.

Outside fundraising for a new Visitor Center is an ideal opportunity for the Cooperating Associations to become more involved with supporting Colonel Allensworth State Historic Park.

Cooperating Association & Volunteer Recommendations

Current Participation

Utilizing the Framework for New Docent Programs

Fundraising for Visitor Center and Interpretive Programs

Current Participation

Colonel Allensworth State Historic Park has always relied on the efforts and inspiration of its volunteers and Cooperating Associations. The Friends of Allensworth has grown into one of the largest associations in the state. The Friends currently have chapters in many California cities stretching from San Francisco to San Diego. A new association, the Allensworth Women's Auxiliary, is also active in support of the park. These two associations raise money for building construction, furnishing of structures, and support of interpretive programs and events held at the park and in communities across the state.

Utilizing the Framework for New Docent Programs

The Interpretive Framework in this document will serve as a guide to Cooperating Association members, volunteers, vendors, and park employees for them to create new and creative interpretive activities for Colonel Allensworth SHP.

The framework is not meant to be a final list of things that can be done on the site, but as a starting point of the current activities and interpretation being done at the site, and suggested ways to tie Interpretive Themes, Interactive Programs, and Structures/Sites together.

The Interpretive Framework also ensures that new interpretive activities are connected to the current interpretive themes and programs at the site, so that the overall interpretive program at Colonel Allensworth SHP remains coherent and organized as it grows.

Fundraising for New Visitor Center and New Docent Programs

Due to the large investment by CSP in the restoration and maintenance of the Historic Core and its structures, it is strongly recommended that the Cooperating Association members be very involved in outside fundraising efforts for the envisioned new Visitor Center, and the creation and implementation of future interpretive programs.

Smaller fundraising efforts can be in the form of private activities such as event sales, raffles and donations. Larger fundraising efforts for capital projects such as the Visitor Center will need to be in the form of grant writing to major foundations and funding organizations.

Efforts should be made to determine if any members of the Cooperating Associations have experience in grant writing, or an outside grant writer could be hired to help the associations apply for major funding grants.

Evaluation Overview

Evaluation Goal The goal for exhibit evaluation is to ensure that exhibits are successfully designed to enhance the visitor experience. Through evaluation, it is possible to create an informal learning experience that engages visitors in compelling activities. Evaluation also provides a forum to question assumptions made by the development team about how visitors will interact and learn from exhibits.

Evaluation Process The evaluation process is based on three different phases of assessment. It is vital to conduct these three phases to guarantee consistent data and to build a strong foundation for future interpretive projects.

Front-End Evaluation Front-end evaluation is the first phase in the evaluation process. During the Preliminary Design Phase, front-end evaluation is employed to ensure that exhibit goals and objectives correspond to visitor expectations. Front-end evaluation techniques include focus groups, interviews and visitor surveys.

Formative Evaluation Formative evaluation is the second phase in the evaluation process. After assessing visitor interest through front-end evaluation, exhibit development is focused on designing exhibits that convey the concepts best suited to fulfilling visitor expectations. During the Design Development Phase, formative evaluation is utilized to help inform and test the engineering of exhibit designs. Formative evaluation techniques include

prototype exhibits and visitor interviews to determine if interpretive goals are being achieved.

Summative Evaluation Summative evaluation is the final phase of the evaluation process. After the final exhibits have been installed, summative evaluation is conducted to assess the success of the exhibit design. Most importantly, summative evaluation is the bookend to an entire process that will provide

a foundation to all future interpretive projects. Summative evaluation techniques include visitor tracking and interviews with both visitors and park staff to evaluate how visitors are actually experiencing, interpreting and interacting with the exhibits.

Bibliography

Reference Materials The following reference materials should be reviewed during the implementation of this interpretive plan.

- Access to Park Guidelines:
www.parks.ca.gov
- Aiming for Excellence: An Evaluation Handbook for Interpretive Services in California State Parks
- Effective Color Contrast: Designing for People with Partial Sight and Color Deficiencies:
www.lighthouse.org/color_contrast.html
- Historic House Museums Web site:
<http://www.vpa.org/museums.ca.html>
- History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve (California Department of Education, 1997 Updated Edition)
- Making Text Legible: Designing for People with Partial Sight
www.lighthouse.org/print_leg.htm
- Park-to-Park Index
- Smithsonian Guidelines for Accessible Exhibition Design:
www.si.edu/opa/accessibility/exdesign/start
- State Park Headquarters: 9 archive boxes
- Workbook for Planning Interpretive Projects in California State Parks

Acknowledgements

Colonel Allensworth State Historic Park

Ted Jackson, District Superintendent of San Joaquin District (presently Southern Division Chief)

Don LaKatos, South Sector Superintendent of San Joaquin District (retired from State service)

Pete Yarborough, Supervising Ranger, South Sector of San Joaquin District (presently Acting South Sector Superintendent of San Joaquin District)

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Emily Vassos, Researcher

Liz DeTeresi, Exhibit Designer

Urbain Design, Graphic Designer

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