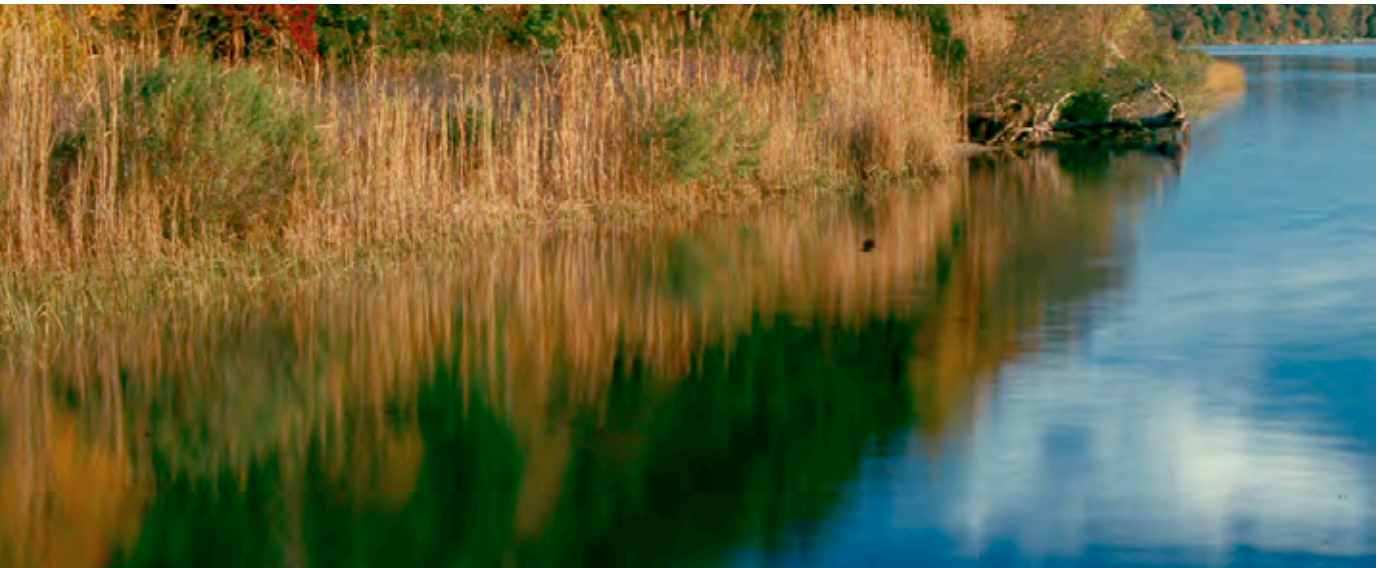
THROUGH PISCATAWAY EYES
MASTER PLAN

December 2016



Patuxent Wetlands Sanctuary—wetlands with wild rice along the Patuxent River, viewed from the visitor center overlook

THROUGH PISCATAWAY EYES

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Acknowledgments

THROUGH PISCATAWAY EYES STEERING COMMITTEE

Cindy Chance, Chesapeake Bay Office, National Park Service

Francis Gray, Tribal Chair, Piscataway Conoy Tribe

Diana Harley, Piscataway Conoy Tribe

Richard Hughes, Maryland Heritage Areas Authority, Maryland Historical Trust

Julia A. King, St. Mary's College of Maryland

Anne Kyle, Maryland Office of Tourism

Rico M. Newman, Maryland Indian Tourism Association

Roslyn Racanello, Southern Maryland Heritage Area Consortium (former)

Gabrielle Tayac, Piscataway Indian Nation

OTHER PISCATAWAY CONOY TRIBAL MEMBERS WHO ASSISTED WITH THE PLANNING EFFORT

Mario Harley

Selita Proctor

Mervin Savoy

Joan Watson

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Maryland State Senator Thomas "Mac"Middleton, District 28, Charles County

J. Rodney Little, Maryland Historical Trust

CONTRACTOR TEAM

Elizabeth Clarke, Planner

Michael Clarke, Planner

Maureen Kavanagh, Archaeologist

David Guiney, Visitor Experience Planner

Kelly Ream, Landscape Designer, GIS Specialist and Graphic Designer

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Zekiah Fort site (acquired by Charles County in 2012)—woodland forest evocative of when the Piscataway occupied the site in the late 1600s

Acronyms

AIP	annual implementation plan (for the CIP)
CBA	Choosing By Advantages
CIP	comprehensive interpretive plan
DMO	destination marketing organization
FTE	full-time equivalent (employee)
HSMC	Historic St. Mary's City
ICL	indigenous cultural landscape
MD SHA	Maryland State Highway Administration
MHAA	Maryland Heritage Areas Authority
NPS	National Park Service
PCT	Piscataway Conoy Tribe
PIC	Piscataway Indian Center
PIN	Piscataway Indian Nation
TAC	Tourism Area Corridor
TPE ME	Through Piscataway Eyes Management Entity
TBD	to be determined
TPE	Through Piscataway Eyes
VEP	Visitor Experience Plan

Foreward

OPENING REMARKS BY FRANCIS GRAY, TRIBAL CHAIR, PISCATAWAY CONOY TRIBE

at the inaugural meeting of the Through Piscataway Eyes Partners, May 6, 2016

Greetings, everyone!

I am Francis Gray, Tribal chair of the Piscataway Conoy Tribe. I am excited and honored to be here today. I see familiar faces as well as new faces that I hope to meet soon.

It gives me great pleasure in that the body assembling here today acknowledges that a new day has come—to affirm the cultural landscape of the Piscataway People and to put into motion this extremely important and long overdue effort to record, document, protect, and raise awareness about multiple places and events that are my People's history.

My ancestors were the largest and most powerful nation located on Maryland's western shore of the Chesapeake and heavily concentrated in what we know today as Southern Maryland, long before arrival of the Europeans. At the time of contact, our capital on Piscataway Creek, in today's Prince George's County, was one community among a wide array of Piscataway communities on the western shore. Many of my People continue to make Southern Maryland their home, "YES, WE ARE STILL HERE!"

Though we the Piscataway People are excited about this opportunity, we have grown weary of the general public's surprising lack of knowledge about who we were and who we are. Now, we have an opportunity to change that state of affairs—to tell our story through the eyes of the Piscataway and not from another's opinion of us—to interface with the archaeology communities as well as other sciences of the world—to speak of our ways, life, purpose, and tribal structure that forged the alliance of the different communities of the Piscataway People—to go back in time and speak on different time lines, cycles, and events that permit us the Piscataway People to be here today at this forum—to again let it be known, "WE ARE STILL HERE!"

We the Piscataway People have always known who we are, where we are from, and where we have lived, then and today. The grateful efforts and respect of today's archaeology community and new discoveries of our places connected with our oral history, confirm the Piscataway People. It is these places that my elders have remembered for centuries and it is now time for all Marylanders to share our memories.

I am grateful for our elders and ancestors who held steady in their efforts to ensure the continuation of our native heritage as the original people of this land. It is my opinion, and I say so with conviction, "They were extraordinary". Their resilience preserved our tradition, customs, and memories while adapting to a new world. And it is here that we today must think of the future of our children. "WE ARE PISCATAWAY AND WE ARE MARYLANDERS!"

With the creation of "Through Piscataway Eyes", the experience, the discovery and preservation of places, and the Piscataway memories, we now can work together with all Marylanders to build an experience never before here in Maryland. It starts here today in Southern Maryland. Now we collectively have the opportunity to collaborate to build a stronger government to government relationship for the betterment of the Piscataway and the great State of Maryland.

To all my relations I thank you!

SECTION 1

THROUGH PISCATAWAY EYES— INTRODUCTION

OUR VISION - TO TELL OUR STORY AS SEEN THROUGH OUR EYES

OVERVIEW

In the future, a network of authentic interpretive and educational experiences will tell the stories of our people—the Piscataway—at places within our homeland in Southern Maryland. Through these experiences, Maryland's citizens and visitors will come to understand the Piscataway People as a living people with a vibrant and thriving culture. The native perspective—as revealed through our eyes—will enrich appreciation of the shared history of Maryland. The public will gain a deeper understanding of our people who lived in the Chesapeake region for centuries before the arrival of Europeans and of our people who still live there today.

THE PISCATAWAY AS LEADERS

Through Piscataway eyes, as Maryland's own indigenous people, we will shape the Native interpretive program—from conception to implementation to sustainable long-term management. Tribal support for the initiative will derive from our desire to preserve our culture, as well as to enhance accurate public understanding of Piscataway lifeways and the significance of our tribes to Maryland and American history. Organized broad support from within the tribal community will sustain the program, along with a culture of entrepreneurship in which tribal members create and benefit from enterprises that enhance the Indian tourism experience. Also sustaining the program will be a network of partnerships with local, state, and federal agencies, non-profits, private interests, and tourism marketing organizations that share a commitment to preserving Piscataway culture, protecting Indian archaeological resources, accurately telling Indian stories, and creating authentic experiences.

THE STORIES

Through Piscataway eyes, the stories of our tribes' history and lifeways will capture the public's imagination, as the history and lifeways of American Indians have for many years. The native perspective will provide an accurate understanding of Piscataway culture and the significant role of the Piscataway in Maryland and American history. Our history, the tribes' ancestral connections, and our traditions are intertwined with the land—a bountiful land, given to the People by the Creator—where we have lived for centuries and where we continue to live today.

THE PLACES

Through Piscataway eyes, the places where our ancestors lived will tell the stories of our worldview. The places will include ancient sites occupied by Native people for thousands of years as well as modern locations that represent the history of conflict, our displacement, and our survival of the past four centuries. Lifeways, historical events, and the Piscataway relationship to these places will shape the stories and the experiences shared through our eyes. The places will become known for their American Indian stories, engaging visitors and enabling them to envision the Piscataway towns, forts, fishing sites, hunting camps, planting fields, and trading posts that were once found throughout Southern Maryland.

THE EXPERIENCES

Through Piscataway eyes, Maryland's citizens and visitors will learn about our history and culture, meeting and interacting with the People in modern-day Maryland. Thematically linked places where stories are told will provide an authentic, coherent, engaging, interactive experiences, made vibrant through a variety of self-guided tours, guided interactive tours, cultural festivals, outdoor theatre, demonstrations, and hand-on educational programs appealing to people of all ages. Part of a day, a full day, or several days could be spent exploring the places and hearing our stories, involving experiences on the land and on the water.

SECTION 1

THROUGH PISCATAWAY EYES—
INTRODUCTION

Through Piscataway Eyes—Introduction

For thousands of years, indigenous people called "Piscataway" have lived in Southern Maryland. Today, thousands of Piscataway still live in Southern Maryland, the descendants of the People whose Homeland is now shared with many thousands of others. Modern Piscataway have kept their culture alive, passing their history and tribal customs on to their children through the generations. The Piscataway People remain a vibrant part of Maryland and the Mid-Atlantic region.

For generations, the Piscataway People have told their story. For many reasons, now is the time for the Piscataway People to come together to tell their story more broadly from their perspective. Recent discoveries and other events have brought new interest in learning about Piscataway history and culture, particularly as revealed through the Native perspective. In 2011, discovery of the long lost Zekiah Fort in Charles County, increased interest in Piscataway history. A year later, Governor Martin O'Malley issued executive orders formally recognizing the Piscataway Indian Nation (PIN) and the Piscataway Conoy Tribe (PCT), making the Piscataway the first tribes to secure state recognition.

While archaeologists have studied the Piscataway for decades, formal recognition of the tribes has spurred new interest in the Piscataway, their homeland, history, and traditions. Recent archaeological studies have confirmed location of several additional American Indian settlements and towns, some showing evidence of continuous occupation from as early as 8000 BC. The National Park Service, the state of Maryland, county governments, and private donors have funded these studies, as well as a number of additional ongoing archaeological investigations in Anne Arundel, Calvert, Charles, Prince George's, and St. Mary's Counties.

In 2013, the Maryland Legislature included funds in the state budget for additional archaeology fieldwork at Zekiah Fort and for surveys at other places of significance in Piscataway history. Funding also supported creation of this master plan—the first step in developing a plan for a regional Piscataway Indian heritage experience.

Many Southern Maryland places offer some form of interpretation about indigenous people of Maryland, and the Piscataway People in particular. Examples include Historic St. Mary's City, Jefferson Patterson Park and Museum, and the Accokeek Foundation at Piscataway Park. These places consulted with the tribes when developing the visitor experiences. The Piscataway desire to tell their own story, and to develop a visitor experience through which residents and visitors of all ages come to know the People—their Homeland, history, and culture—through their eyes, in settings that are evocative of the Chesapeake Region in Southern Maryland, as it was before the colonists arrived in the mid-1600s.

We, the Piscataway People, have lived in Southern Maryland for thousands of years. We continue to live here today as a Native American* community that has preserved its history and culture. We want others to understand that we are a living people with a vibrant and thriving culture. Authentic telling of our stories can only happen from the perspective of our People—through our eyes. With pride, we embark on this effort to tell our stories, coming together and celebrating our new endeavor that we call "Through Piscataway Eyes."

*Members of the TPE Steering Committee have chosen to use the term "Native Americans" to signify the indigenous peoples of Maryland.

St. Ignatius Church, Chapel Point—tribal members gather at the dedication of a statue of St. Kateri Tekakwitha—an Algonquin-Mohawk laywoman, recognized as the first American Indian Saint by the Catholic Church

Maryland State recognition of the Piscataway Tribes—Governor O'Malley signs executive orders, January 9, 2012

Maryland State recognition of the Piscataway Tribes—Governor O'Malley meets with Piscataway youth after the signing

1.1 The Piscataway of Maryland

HISTORIC PERSPECTIVE

The Piscataway are Algonquian speaking people who have inhabited the region for thousands of years. Their name, roughly translated as "where the waters meet," reflects their association with settlements within the Potomac River watershed in Southern Maryland, and other locations on the western side of the Potomac—especially during periods of unrest with other tribes and European occupation and expansion. Their history reflects change from a hunting-and-gathering society towards more permanent towns, as agriculture became increasingly important. This is particularly true on upland "necks" which have better agricultural soils and are more easily defended.

Although Europeans made occasional visits to the region in the late 1500s, John Smith's visit in 1608 and the establishment of Jamestown, followed by the beginning of English colonization in Southern Maryland in the 1630s, was the beginning of a process of disruption that led to the displacement of the Piscataway and other American Indian communities within a relatively short time. By the 1650s, English settlers had made substantial progress in confiscating tribal lands—having introduced the concept of exclusive rights associated with land ownership, unfamiliar to American Indian culture. Confiscation of land; pressure to push American Indians elsewhere or onto reservations; shifting alliances among the English, the Piscataway and other tribes; one-sided treaties; disease; maltreatment of native people under English law; and relocation of part of the tribe north, portrays a saga of an indigenous culture that faced fragmentation and potential decimation by the early 1700s. But what survived in Southern Maryland were Indian enclaves of distinctive ethnic communities that valued kinship, encouraged in-marriage, and maintained closely knit social networks. Many families became tenant farmers.

Regalia—Piscataway retain traditional skills for making regalia worn at tribal ceremonies and gatherings

Drumming—a Piscataway ceremonial tradition taught to Piscataway youth through the generations

After the Civil War some Indian families were able to become landowners rather than tenants. Often an individual would buy a property and allow relatives to work and live there, and eventually to inherit or buy parts of the property. But racial tensions heightened—particularly from neighboring white landowners. Racial identity became challenging for Indian families in that they considered themselves neither black nor white but a third ethnic group. Nevertheless, their children were forced to attend "colored" schools or remain illiterate.

By the 1940s, approximately 3,000 to 5,000 individuals of Indian descent lived in nine Southern Maryland communities. Each community consisted of a checkerboard of Indian landholdings, situated among those owned by non-Indians. Efforts to establish Indian schools were difficult. Indian members of the Catholic Church had to comply with the church's segregation policies, as in the case of being separated during church services. Segregation encouraged Indian families to remain relatively isolated and maintain close kinship ties. Young people, who usually lived at home until marriage, were expected to socialize among their own people.

Maryland's Jim Crow laws were harsh for all non-whites during the Great Depression, especially for Indians seeking employment and declaring their Indian heritage. Indians were frequently classified as "colored" in county census and death records. Conditions improved somewhat with the Civil Rights movement in the 1960s. However, local attitudes were slow to change.

RECENT DECADES

By the mid-1980s, farming was no longer the predominant occupation of Indian families, as more left their rural clusters towards employment in towns and cities. A new pattern of dispersal meant less frequent contact within and among extended families. Concerned about that trend, Indian elders organized and promoted "Indian Pride." In July, 1973 Turkey Tayac and others founded the Piscataway Conoy Indians, Inc., the first formal organization for Indians in Southern Maryland since the days of the old tribal leaders. It enlisted the help of several regional universities and opened a cultural center in Waldorf in 1976. The center burned in 1978, the same year that Turkey Tayac died. By an act of Congress, Turkey Tayac is buried at Moyaone Sacred Site in Piscataway Park.

The Piscataway filed for federal recognition in 1978, when it became possible for eastern tribes to do so. Petitions for state recognition were submitted to the state government in 1994. Following an extended period of submission and evaluation, in 2012, Governor Martin O'Malley issued executive orders formally recognizing the Piscataway Indian Nation and the Piscataway Conoy in Maryland. The two tribes are the first, and remain as the only, tribes to secure such recognition in Maryland. Efforts to receive federal recognition have begun but must also meet extensive requirements.

Although not providing data on individual tribes, U.S. Census records provide information on American Indian and Alaskan Native (AI/AN) populations in Maryland and its counties. Those records distinguish AI/AN persons

reporting AI/AN as their only race ("race alone") from those reporting AI/AN as only part of their racial heritage ("in combination"). The 2010 Census for Maryland indicates that 20,420 persons reported AI/AN as their only race, whereas 58,657 reported AI/AN as some part of their racial heritage. Although a relatively small percentage of Maryland's population of 5.8 million, between 2000 and 2010, Maryland's AI/AN population (race alone) increased by 32 percent and its AI/AN population (in combination) increased by 49 percent. Further analysis, would likely explain the importance of birth rates and in-migration to those trends.

The Piscataway People have lived in the Chesapeake Bay Region for thousands of years. Through Piscataway Eyes will focus on telling Piscataway stories at places where the tribes have lived and continue to live in their homeland within Southern Maryland.

"...a place now known unto them:" The Search for Zekiah Fort

(excerpted from the Acknowledgments)

The discovery of the Zekiah Fort site in 2011 was perhaps the most important event in Maryland archaeology that year. The discovery culminated in a mid-September announcement at Mount Victoria Farm, the home of Michael J. and Laura Sullivan in Newburg, Maryland. This event was attended by Governor Martin O'Malley, President of the Senate Thomas V. "Mike" Miller, Senator Thomas M. "Mac" Middleton, and Charles County Commissioners Reuben Collins and Debra Davis. Members and leaders of the three Piscataway groups, including Chief Billy Redwing Tayac of the Piscataway Indian Nation, Tribal Chairwoman Mervin Savoy of the Piscataway-Conoy Tribe of Maryland, and Tribal Chairwoman Natalie Proctor of the Cedarville Band of Piscataway, were also present, along with more than 400 guests, all of whom commemorated the meaning the Zekiah Fort settlement has for both Piscataway and Maryland history.

The event at Mount Victoria was possible because of the contributions and assistance of dozens of people, who had, beginning in 2008, supported our effort to conduct systematic archaeological surveys in the Zekiah and Wicomico drainages in search of Charles County's compelling but sometimes overlooked history. Those contributions began with the generosity of a number of landowners who welcomed us onto their properties in the search for traces of the county's early colonial history.

- By Alex J. Flick, Skylar A. Bauer, Scott M. Strickland, D. Brad Hatch, and Julia A King, 2012

1.2 Zekiah Fort

DISCOVERY OF ZEKIAH FORT AND ITS SIGNIFICANCE

In the spring of 2011, a team of researchers from St. Mary's College of Maryland and the College of Southern Maryland discovered Zekiah Fort, a 17th century fortified Piscataway settlement sought by archaeologists since the 1930s. The Zekiah Fort settlement began in 1680 when the Piscataway left their ancestral lands at Moyaone and elsewhere in Southern Maryland. The move occurred to seek refuge from raids on their settlements by the Susquehannock and other northern Indian groups. Lord Baltimore offered Zekiah Manor, his proprietary land bordering Zekiah Swamp, as a resettlement site, after the Piscataway refused to move to the Eastern Shore. The Piscataway built a fortified settlement at Zekiah Manor and appear to have lived there for as many as 15 years before abandoning the site around 1695 (Flick et al 2012).

Archaeological investigations at the Zekiah Fort site have located three and possibly four concentrations of late 17th-century artifacts associated with a relatively steep and defensible knoll, today known locally as Windy Knoll (Flick et al). Recovered artifacts included lithics of European flint and native stone, Indian and European ceramics, red and white clay tobacco pipes, glass beads, bottle glass, wrought iron nails, lead shot, brass triangles, brass scrap, and animal bone as well as various other finds represented in small quantities (Flick et al 2012). Given the rich assemblage of artifacts, it is possible that the site represents the residence of the Piscataway tayac and his family (Flick et al 2012).

Based on the artifacts recovered from the Zekiah Fort site, archaeologists have concluded that the site is without question of significance to early Maryland and Middle Atlantic history (Flick et al 2012). The artifacts, landscape, and other material features of the site have the potential to greatly expand archaeologists' understanding of early Maryland history and the Piscataway cultural legacy.

PARTNERSHIP TO PROTECT ZEKIAH FORT

Immediately following the discovery of Zekiah Fort, a public private partnership formed to protect the site. Partners included Mr. and Mrs. Michael Sullivan, the Maryland Department of Natural Resources, The Conservation Fund, the Chesapeake Conservancy, St. Mary's College of Maryland, the College of Southern Maryland, the Smallwood Foundation, Jefferson Paterson Park and Museum, the Maryland Historical Trust, the Cedarville Band of Piscataway Indians, the Piscataway Conoy Tribe of Maryland, and the Piscataway Indian Nation. In 2012, with funding from a variety of sources, Charles County acquired the 100-acre site as a property to be set aside for conservation, in order to honor and celebrate the Piscataway cultural legacy in Charles County and Southern Maryland. Additional funding from the state budget supported further archaeological research at Zekiah Fort and at other places of significance in Piscataway history, as well as development of the TPE master plan.

1.3 Through Piscataway Eyes—The Master Planning Process

Completion of the Through Piscataway Eyes Master Plan is the first step in developing a plan for a regional Piscataway Indian heritage experience, as envisioned by state legislation supporting creation of a Piscataway Indian heritage trail in Southern Maryland. The Maryland Historical Trust (MHT) administered the project beginning in 2014, in collaboration with the Southern Maryland Heritage Area. MHT created the Through Piscataway Eyes Steering Committee to develop the vision for the heritage experience that will bring visitors to Southern Maryland to learn about Piscataway history and culture and to meet with and interact with the Piscataway who live in modern-day Maryland. The committee's role included overseeing development of the TPE Master Plan and acting as the decision making entity during the planning process.

The TPE Steering Committee was composed of ten people. Four Piscataway represented the Piscataway Conoy Tribe, the Piscataway Indian Nation, and the Maryland Indian Tourism Association. Professionals in heritage tourism related fields participated in the committee, representing the National Park Service, the Maryland Historical Trust, the Maryland Office of Tourism Development, and the Southern Maryland Heritage Area Consortium. A professional archaeologist from St. Mary's College brought knowledge and understanding of Piscataway history and archaeology to the group, gleaned from years of experience conducting archaeological field research in Southern Maryland. Several additional Piscataway regularly participated in steering committee meetings, which were open to all tribal members. A contractor assisted the steering committee, drawing upon experience with similar heritage tourism projects in the Chesapeake Region for the National Park Service and the Maryland Heritage Areas Authority.

Five primary steps composed the TPE master planning process.

Creating Foundation Elements

Creating foundation elements, including statements of the purpose and significance of Through Piscataway Eyes, a vision for how the Piscataway plan to tell their stories at places throughout their homeland in Southern Maryland, and the planning goals and objectives.

Constructing an Interpretive Framework

Constructing an interpretive framework for Through Piscataway Eyes that provides the foundation for future development of interpretive products and programs, identifying the central theme that is the basis for interpreting and sharing Through Piscataway Eyes stories.

Selecting the Through Piscataway Eyes Places

Selecting the Through Piscataway Eyes places that will be the focus of the new heritage experience, including 17 places for initial development from among 40 places suggested by the Maryland Indian Tourism Association and others.

Describing the Through Piscataway Eyes Experiences

Describing the Through Piscataway Eyes experiences at recommended anchors and satellites in five focus areas; working with landowner/managers of each place to develop a preliminary TPE visitor experience concept; and additional planning focused on what could happen at Zekiah Fort in the future.

Outlining Implementation Steps

Outlining implementation steps in a series of management actions that will build the Piscataway management entity responsible for creating and sustaining Through Piscataway Eyes, developing the visitor experience, marketing the experience, and stewarding Piscataway heritage resources.

Governor Larry Hogan and Francis Gray, Tribal Chair, Piscataway Conoy Tribe, greet one another at St. Mary's College of Maryland, April 2016

Piscataway Conoy tribe wampum

1.4 Through Piscataway Eyes—Purpose

The "Through Piscataway Eyes" programs and activities will:

- enhance understanding of the Piscataway People as original Native People, Marylanders, and Americans by providing educational and interpretive opportunities regarding Piscataway culture in Southern Maryland, beginning at least 10,000 years ago and continuing to the present day, that attract and engage visitors of many ages and backgrounds
- promote protection of the sites and landscapes significant to the Piscataway People and to understanding Piscataway culture
- provide authentic heritage tourism opportunities on land and on water that are Piscataway-driven
- benefit the Piscataway People by fostering a greater understanding of Piscataway culture within the Piscataway community, by teaching the next generation of Piscataway People, and by providing entrepreneurial opportunities as tourism leaders

1.5 Through Piscataway Eyes—Significance

PISCATAWAY INDIAN HOMELAND

Southern Maryland became the ancestral homeland to thousands of native people who have lived along its shores and tributaries for millennia. Believing the world to be perfect by virtue of the Creator having made it, the People built and lived in complex societies in the bountiful land given to them by the Creator. Today, the Piscataway live in the landscape of their ancestors, continuing to embrace native values and customs, and recognizing many places in Southern Maryland as important to the Piscataway identity.

SUSTAINING A CULTURE THROUGH FOUR CENTURIES OF EUROPEAN COLONIZATION

In the late sixteenth century when Europeans began to invade their homeland, the Piscataway People lived in organized, vibrant communities. For four centuries since, the People have survived against great odds. The People lost the use of their land as the English introduced the foreign concept of land ownership. The People endured in the face of forced removal and marginalization. The People held on to their culture through the early 20th century era of "forced forgetting" when assimilation programs sought to erase Indian identity.

LIVING TODAY

Today, the Piscataway People live in the contemporary world, in the landscape of their ancestors, continuing to embrace native values and customs, and recognizing many places in Southern Maryland as important to their identity.

1.6 Through Piscataway Eyes—Goals and Objectives

Goals express in general terms what Through Piscataway Eyes intends to achieve, providing a touchstone for the master plan:

Through Piscataway Eyes Organizational Management

Goal 1 **Assure a strong, sustainable organization for planning, development, and management of Through Piscataway Eyes.**

Objective 1.1 TPE Management Organization
Establish a management entity that represents the Piscataway People whose mission is to achieve the vision for Through Piscataway Eyes.

Objective 1.2 Funding
Develop a sustainable diversified range of financial resources to sustain operations of the Through Piscataway Eyes Management Entity.

Objective 1.3 Partnerships
Work corroboratively with partners to preserve Piscataway heritage resources and to create and sustain Through Piscataway Eyes as a heritage tourism experience in Southern Maryland.

Through Piscataway Eyes Interpretation

Goal 2 **Broaden public understanding of the Piscataway as a living people with a vibrant and living culture—a people who lived in the Chesapeake region for centuries before arrival of Europeans and who still live there today—who played a substantial role in shaping the history of Maryland and other colonies in the Chesapeake region.**

Objective 2.1 Interpretive Planning
Implement an interpretive planning process that provides a framework for telling Piscataway stories from the People's perspective. Involve the tribal community, subject matter experts, Through Piscataway Eyes partners, and other stakeholders in the planning process.

Objective 2.2 Presentation of Piscataway Stories
Lead collaborative efforts to present Piscataway stories in ways that invite engagement and that raise the public's awareness and appreciation of Piscataway history and culture.

Objective 2.3 Interpretive Media
Convey Piscataway stories by developing and sharing key messages through a variety of interpretive media.

Objective 2.4 Programs and Events
Provide visitor experiences and interpretive programming that assist residents and visitors with understanding Piscataway history and culture within the context of the Through Piscataway Eyes interpretive framework.

Objective 2.5 Education
Promote teaching Piscataway history and culture, and stewardship of Piscataway heritage resources, to residents and visitors of all ages.

Objective 2.6 Research
Broaden the scope of subjects available for interpretation and generally enhance the Through Piscataway Eyes interpretive effort through data collection, an oral history program, and new historic, archaeological, and environmental research.

Through Piscataway Eyes Heritage Tourism and Marketing

Goal 3 **Increase the economic benefits of heritage tourism in Southern Maryland.**

Objective 3.1 Marketing to Enhance Visibility and Grow Audiences

Market Through Piscataway Eyes as a destination that showcases the Piscataway People to attract residents and visitors to experience Piscataway history and culture.

Objective 3.2 Orientation and Wayfinding

Guide visitors and residents as they experience Through Piscataway Eyes using orientation and wayfinding that provide consistent messaging and branding.

Objective 3.3 Visitor Services

Enhance visitor services that support positive experiences for visitors along the travel routes connecting Through Piscataway Eyes places.

Stewardship of Piscataway Resources

Goal 4 **Promote and facilitate stewardship of Piscataway heritage resources to support interpretation and appreciation of Piscataway history and culture.**

Objective 4.1 Public Appreciation of Piscataway Heritage Resources

Increase public appreciation of Piscataway heritage resources and the needs and benefits of preserving Piscataway archaeological resources and indigenous cultural landscapes.

Objective 4.2 Piscataway Archaeological Resource Protection

Promote and facilitate conservation of Piscataway archaeological resources.

Objective 4.3 Piscataway Museum Collection Management

Establish a Piscataway museum collection (including tribal archives) and utilize best practices for collections management.

Objective 4.4 Indigenous Cultural Landscape Protection

Promote and facilitate conservation of indigenous cultural landscapes within the Piscataway homeland in Southern Maryland.

SECTION 2

THROUGH PISCATAWAY EYES—
INTERPRETIVE FRAMEWORK

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SECTION 2

THROUGH PISCATAWAY EYES—
INTERPRETIVE FRAMEWORK

2.1 Introduction

PURPOSE OF THE INTERPRETIVE FRAMEWORK

The interpretive framework for Through Piscataway Eyes provides the foundation for future development of interpretive products and programs. It identifies the central theme that is the basis for interpreting and sharing Through Piscataway Eyes stories. Each place selected as a site for telling the stories will have a relationship to the central interpretive theme. While the central theme will be an important component of creating consistency, each place's unique features and relationship to the central theme will be emphasized so that interpretation is both place-specific and theme-based. Each place will be experienced in different ways through various types of experiences— cognitive, emotional, participatory, and sensory—none of which will occur in isolation; most visitors will want to experience each place in as many ways as possible.

Components of the interpretive framework include:

- foundation for interpretation
- interpretive themes
- targeted audiences
- visitor experience objectives

The final component of the interpretive framework—the action plan—is included below in section 5.2 of the Through Piscataway Eyes Master Plan.

Patuxent River Park—visitor surveys indicate that potential TPE visitors would be very interested in attending special events, such as the annual American Indian Festival

WHAT IS INTERPRETATION?

Interpretation is the art of telling a good story. It goes beyond merely describing resources or events and helps visitors connect with what they are experiencing, not just teaching about what something is, but also revealing to visitors what something means. Professional interpreters in the National Association for Interpretation define interpretation as:

"a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and meanings inherent in the resource"

Jefferson Patterson Park and Museum—the Woodland Indian Village which hosts thousands of visitors annually would be a highlight for TPE Visitors

ESSENTIAL QUALITIES OF INTERPRETATION

Five essential qualities distinguish interpretation from other communication (Conservation by Design 2015):

Purposeful: Interpretation's ultimate goal is engagement with and stewardship of our natural and cultural resources. Interpretation bears in mind what we want the audience to learn, feel, and (most importantly) do as a result of their experience with us.

Enjoyable: Visitors are not captive audiences and are known for voting with their feet. In order to transcend the ordinary, capture imaginations and inspire return visits, longer visits, and word-of-mouth marketing, we must provoke curiosity and present information in an enjoyable, interactive and positive context.

Relevant: What we want visitors to know is not necessarily what visitors want to learn. Human communications are received through the filters of prior experiences, attitudes, intrinsic motivators, existing knowledge levels (and misconceptions), beliefs, and cultural influences. Therefore, interpretation takes the audience's perspective and captures interest by understanding, respecting, and engaging the audience's point(s) of view.

Organized: Interpretation is structured to maximize learning and enjoyment, minimize demands on the audience, and produce a positive visitor experience from beginning to end. Through Piscataway Eyes should deliver memorable, coordinated, consistent, and effective messages across the entire visitor experience.

Thematic: Interpretation conveys a theme—a central take-home message that moves beyond facts and figures to reveal the deeper meaning of heritage resources. Themes help us tell a compelling story that will resonate with the audience long after the experience is over.

Jefferson Patterson Park and Museum—the Eastern Woodland Indians Culture of America Traveling Trunk, a popular 4th grade education program, could potentially incorporate some TPE stories

2.2 Foundation for Interpretation

Creating an interpretive experience for Through Piscataway Eyes begins with answering the question: why would visitors want to visit Piscataway places and hear American Indian stories in the first place? Several things inform the answer to the question:

- a vision—that describes what the Through Piscataway Eyes experience will be like
- a purpose statement—that summarizes the reasons why the Piscataway and their partners feel it is important to create Through Piscataway Eyes
- significance statements—that focus attention on the qualities of Through Piscataway Eyes that make it important

The preceding plan section (section 1) presents the vision, purpose statement, and significance statements for Through Piscataway Eyes.

2.3 Interpretive Themes and Topics

The Through Piscataway Eyes experience for visitors will be consistent with the vision, purpose, and significance by accomplishing a broad interpretive goal:

> **...to broaden public understanding of the Piscataway as a living people with a vibrant and living culture—a people who lived in the Chesapeake region for centuries before arrival of Europeans and who still live there today—who played a substantial role in shaping the history of Maryland and other colonies in the Chesapeake region...**

Interpretive themes are the ways that the Through Piscataway Eyes stories will be organized to accomplish this goal by communicating important messages about the places where the stories will be told. The themes group the stories into focused messages that:

- provide opportunities for visitors to explore and relate to each of the Through Piscataway Eyes significance statements
- foster opportunities to think critically about the complexities of the events, stories, and issues associated with the places and convey their significance
- provide people with an opportunity to open their minds to new ideas and different viewpoints
- accommodate new scholarship perspectives and points of view

Figure 2.1

THROUGH PISCATAWAY EYES
INTERPRETIVE FRAMEWORK

OVERARCHING THEME

The Piscataway People and our culture endure through challenges and changing times.

Homeland

when the land and our people were one

THEME STATEMENT

We hold a special reverence for the natural world whereby we view ourselves as an integral part of nature. Our special relationship with the environment includes ties to the land and all living and non-living things. Our world view has influenced our interactions with the natural world, with one another, and with other Native Peoples.

TOPICS

- our pre-contact history
- our connection with the natural world
- geography of our homeland
- significance of the waterways
- interactions with other Indians
- our way of life—values, spirituality, and traditions

Sharing the Homeland

when worlds collide

THEME STATEMENT

Our world view both helped and hindered our people in their interactions and relationship with those who arrived in our homeland. This perspective influenced our well-being and the ultimate outcome, while affecting the survival of those who came here.

TOPICS

- interaction with explorers, colonists, and early government
- how our world view shaped those interactions
- displacement and assimilation
- treaties and broken promises
- marginalization

Living Today in the Homeland

we are still here

THEME STATEMENT

Today we live as participants in modern society with deep roots in our homeland and ties to our ancestral culture. We retain significant parts of our traditional world view, which affects our way of life and community now. We live our values in the modern world. Our world view endures.

TOPICS

- our culture today
- continuity of our ancestral traditions preserving values and threads from our past
- how our world view shapes our lives today—values, spirituality, and traditions
- our families
- tribal resurgence and recognition

2.4 Through Piscataway Eyes Audiences

While the audience for the Through Piscataway Eyes experience is quite broad, a few groups are more important to target, particularly during initial experience development. Interpretive programming, media, and facilities will be most effective in attracting visitors if shaped to address the interests and needs of these more important audiences. Targeted audiences will vary somewhat by TPE place; each group will not necessarily be a priority audience for each TPE place. The TPE planning team will collaborate with managers of the TPE places to meet site-specific objectives and to respond to local interests and opportunities.

The targeted audiences for TPE interpretive programming and outreach during phase 1 of developing the Through Piscataway Eyes experience are:

CULTURAL AND HERITAGE TRAVELERS

Cultural and heritage travelers compose a large affluent market potentially interested in the Through Piscataway Eyes experience, particularly those living within 300 miles. These travelers are generally older, more educated and have higher household incomes when compared to other travelers. They prefer leisure activities that are educational. Cultural and heritage activities identified by these travelers include: visiting historic sites (66 percent); attending historical re-enactments (64 percent); visiting art museums/galleries (54 percent); attending an art/craft fair or festival (45 percent); attending a professional dance performance (44 percent); visiting a state or national park (41 percent); shopping in museum stores (32 percent); and exploring urban neighborhoods (30 percent) (USCHT 2009). The vast majority of these travelers (65 percent) say they seek travel experiences where the "destination, its buildings and surroundings have retained their historic character" (USCHT 2009).

Patuxent River Park—guided water tours on the Patuxent River could expand to tell TPE stories

From left:

Moyaone Sacred Site at Piscataway Park—existing school programs at Moyaone Sacred Site could expand to tell TPE stories

Jug Bay Wetlands Sanctuary—area residents regularly attend programs at the sanctuary that could be expanded to tell TPE stories

EDUCATIONAL VISITORS

Educational visitors of all ages are expected to be frequent visitors to TPE places, including:

- K to 12 student groups engaged in formal, curriculum-driven, on-site learning programs
- home-schooled students (and their parents)
- college level groups
- summer youth campers
- members of organized youth groups, such as scouts, 4-H clubs, and church-sponsored groups
- elder hostel and life-long learners
- veterans groups

Educators should be involved in program development to ensure that activities align with state and local curricula and that continuing education units are available in conjunction with teacher professional development.

AREA RESIDENTS (FULL-TIME AND PART-TIME)

Many area residents already enjoy learning and recreation experiences at TPE places in Southern Maryland. Those living within 100 miles are a target audience who would likely embrace an opportunity to discover TPE places, participate in special events and festivals, attend interpretive programs, or volunteer at a TPE place. These residents include individuals as well as small and large multi-generational family groups. Many TPE survey respondents noted that they would be drawn to TPE experiences that they could share with their children and grandchildren.

RECREATIONAL USERS

Visitors seeking outdoor experiences and adventures include people interested in a variety of outdoor activities that could be offered as part of the Through Piscataway Eyes experience. At TPE places, recreational users will find hiking trails, biking trails, water trails, water access sites, fishing and camping opportunities, youth recreation sites, and wildlife watching opportunities. Many TPE survey respondents noted that they would be more interested in a TPE experience in the out-of-doors, where they could walk at a site known to have once been a home to the Piscataway People.

WEEKEND EXPLORERS

This audience is composed of residents living within the Washington, Baltimore, and Richmond areas who want to take quick, casual trips to explore the nearby region, particularly where there is access to the water. Much of the tourism marketing in Southern Maryland now targets general leisure travel with a goal of attracting such visitors to spend one or more days in the area. Weekend trips would typically be timed to coincide with special events, another major thrust of tourism marketing in Southern Maryland.

Accokeek Creek, Moyaone Sacred Site at Piscataway Park—many TPE places attract recreational users who would be interested in learning about Piscataway history and culture

2.5 Visitor Experience Objectives

Visitor objectives define the specific outcomes for the Through Piscataway Eyes interpretive and educational programs—what the Piscataway want visitors to feel, see, and do as a result of their experiences at places in their ancestral homeland where their stories are told. Each Piscataway place will enable visitors to experience the place in different ways:

- cognitive experiences—people learn and make intellectual connections
- emotional experiences—people are moved to feel emotionally connected to aspects of the place and people
- participatory experiences—people participate in activities
- sensory experiences—people's senses are engaged

Based on the significance of Through Piscataway Eyes, the primary interpretive themes, targeted audiences, and information gained from the Through Piscataway Eyes on-line and visitor intercept surveys (see section 2.6), these objectives serve as guidelines for interpretive planning efforts.

THROUGH PISCATAWAY EYES VISITORS WILL HAVE OPPORTUNITIES TO:

Orientation

- be motivated to visit Through Piscataway Eyes places and embark on their own journey of discovery through self-guided and/or guided experiences
- understand that the ancestral homeland of the Piscataway encompassed all of Southern Maryland and that the Through Piscataway Eyes places include a representative sample of those sites, many of which (but not all) have documented evidence of American Indian occupation
- understand that Through Piscataway Eyes is managed by the Piscataway in collaboration with partners who own and manage the places where the Piscataway stories are told
- understand that Through Piscataway Eyes is an evolving heritage experience
- become interested in learning about new opportunities that become available as Through Piscataway Eyes develops and grows

Planning

- find information related to Through Piscataway Eyes on the internet
- are motivated to incorporate Through Piscataway Eyes interpretive programs, special events, and other activities into their travel plans

Accokeek Foundation at Piscataway Park—example of how wayfinding kiosks orient visitors to the Captain John Smith Chesapeake National Historic Trail

Piscataway beadwork—a crafts tradition sustained by current members of the Piscataway Conoy Tribe

model longhouse—used for educational programs illustrating design and construction of Piscataway shelters

dancing—an opportunity to tell Piscataway stories to potential TPE visitors

Touring and Enhanced Visitor Experience

- locate and explore Through Piscataway Eyes places in convenient, safe ways through well-designed wayfinding signage and interpretive materials that are readily available on-line and at Through Piscataway Eyes places and other tourist information centers and attractions in the Chesapeake Bay region
- at each of the Through Piscataway Eyes places, feel welcome, be oriented to the site and prepared for the visit, have information and guidance to create a meaningful connection and experience, learn something new, enjoy the visit, and leave with an appreciation of the place and the people
- engage in authentic, immersive exploration of various aspects of Piscataway culture and history in settings evocative of a time when American Indians lived in the Chesapeake Bay region before European settlement
- feel inspired by and appreciative of the beautiful, unspoiled landscapes, and seascapes of the Piscataway's ancestral homeland
- contemplate how the natural world of the Chesapeake Bay shaped how the Piscataway lived on the land and how human settlement—first American Indians and then European—has affected the natural world of the bay
- feel a personal connection with the Piscataway as human beings whose world was irrevocably changed by the arrival of Europeans in their ancestral homeland and how, despite events of the past 400 years, the people have retained their cultural identity

Interpretation and Education

- learn about Piscataway culture and lifeways, including values, spirituality, and traditions—through time and continuing today
- learn about the ancient history of the Piscataway and the development of technology and adaptations that sustained the tribe for centuries—how the first people thrived and did not just survive prior to the arrival of Europeans
- learn about the history of the Through Piscataway Eyes places—why the tribal ancestors were in particular places, what occurred at each place, and the historic and cultural significance of those events
- learn about how political relationships with other Indians shaped where and how the Piscataway have lived in Southern Maryland
- learn about how the Piscataway viewed their relationship with the natural world and their human community and how that impacted interactions with colonists
- learn about the role of the Piscataway in shaping the history of Southern Maryland and America
- learn about the events and programs of the past 400 years that sought to erase the Piscataway cultural identity
- learn about the tribal resurgence of the past fifty years and the recent recognition by the state of Maryland of the Indian status of the Piscataway Indian Nation and the Piscataway Conoy Tribe
- learn how to improve professional education practices related to American Indian culture and history in general and to that of the Piscataway people in particular (teachers)
- have enhanced learning and motivation for learning about American Indian culture and history in general and about the Piscataway people in particular (students)

Patuxent River corridor—TPE places offer opportunities to teach visitors about the importance of protecting indigenous cultural landscapes

Stewardship

- understand the significance of the many places in the ancestral homeland of the Piscataway people in Southern Maryland
- understand the importance of the natural world of the Chesapeake region in sustaining life and the relationship between the health of the natural world and human health and welfare
- be motivated to learn more about the Piscataway people—their culture and their role in history
- feel inspired to engage in activities in various capacities that enhance public understanding of the Piscataway and all American Indians
- feel inspired to help conserve or restore the resources of the natural world that sustain us all

2.6 Visitor Interest in the TPE Experience

Findings of an on-line survey and visitor intercept surveys, conducted as part of the TPE master planning process, provide baseline market information regarding a future TPE experience in Southern Maryland and an assessment of potential visitor needs and interests in learning more about the Piscataway (Clarke and Clarke 2016a). Understanding what visitors would want to see and do as part of the TPE experience—gained through the surveys—informed development of the visitor experience objectives presented in section 2.5 and master plan recommendations for communicating the TPE themes and the types of TPE interpretive services.

The primary purpose of the surveys was to canvass the public's interest in various services, facilities, programs, and storylines for the TPE experience in Southern Maryland. Additionally, the surveys tested people's basic knowledge about American Indian history and culture in Southern Maryland. Responses to the survey questions help determine the baseline of public understanding for interpreting the Piscataway People—their history, their world view, and their culture. Survey responses also reveal the types of experiences in which visitors are interested.

The surveys targeted populations potentially interested in the TPE experience. Survey questions focused on three topics:

- general knowledge about American Indians in Southern Maryland
- interest in learning more about American Indians of Southern Maryland
- desired experiences related to American Indians in Southern Maryland

General Knowledge of American Indians in Southern Maryland

Many people generally indicated that they knew nothing or not much about the Indians of Southern Maryland, qualifying their lack of knowledge, saying they assumed that there must have been Indians living in Southern Maryland at one time. A majority had no idea about how long American Indians were living in Southern Maryland. Those who indicated that they knew Indians were living in southern Maryland were generally not sure about where Indians were living. Most did not know if American Indian tribes in the Chesapeake Region got along with one another before arrival of the colonists, although over half speculated that they probably did not get along because they competed for resources. Most felt that American Indians did not get along with the colonists and that the lives of Indians changed dramatically for the worse following their arrival.

In general, people felt that the government has historically treated American Indians badly, although no one indicated knowledge of what specifically happened in Maryland. About half believed that Europeans pushed out Maryland's Indians, and Indian descendants generally live in the Midwest and western parts of the country, largely on reservations. Some felt that some of the descendants still live in Maryland. Few people expressed knowledge that there are any recognized American Indian tribes in Maryland.

Interest in Learning More about American Indians of Southern Maryland

The general level of interest in learning about American Indians in Southern Maryland is high. People are interested in learning about American Indian life before the colonists arrived, as well as about how the lives of American Indians changed after the arrival of the colonists, although many were not interested in the story of the past 400 years because they felt it is depressing. Most people expressed interest in learning about American Indian lifestyles, traditions, and/or culture, in general. Many specifically expressed interest in medicinal ways, food, plants, spiritual beliefs, folklore, and care of the land. Few people had knowledge about or a strong opinion of how American Indians affected the history of Maryland and America.

Desired Experiences Related to American Indians in Southern Maryland

Suggestions for the types of experiences, facilities, programs, or exhibits that would entice people to have a TPE experience included a range of programs and activities. Experiences that are authentic, immersive, and entertaining appealed to most people. Following is a summary of the types of desirable experiences that people described.

- Many future visitors expressed interest in experiencing "life as it was," and experiences involving American Indians at places where the Piscataway once lived.
- Almost all people indicated that having a Piscataway host would make them more interested in the experience.

- A museum experience appealed to most visitors, although, many noted that they would prefer outdoor experiences where they could get out of a car or bus and move around a place. Going on a walking tour was generally of greatest interest to most people, many of whom were also very enthusiastic about a watertrail tour on a powerboat. Fewer people felt confident enough to handle a canoe or kayak.
- Most, particularly younger people, indicated they would be very interested in these experiences if they were do-it-yourself rather than guided. Older people tended to show a preference for guided tours and bus tours, particularly of natural areas where evidence indicates American Indians once lived.
- Many said that they would be very interested in attending powwows and festivals hosted by American Indians.
- Suggestions related to programs and activities focused on learning about American Indian culture and lifeways, such as crafts, food, cooking, dancing, music, tools, and weapons.
- A few people thought that the TPE experience should have a central visitor center with orientation and exhibits, with some noting that facilities and programs should be available on weekends for those who work.
- A public archaeology program appealed to a few people.
- Most respondents said that they would most likely use printed maps and guides. Few people indicated a preference for guides using a cell phone, APPS, or streaming.

To learn more about what people might like and not like, questions were asked about past experience with visiting American Indian cultural heritage sites. Most people noted that that they had visited other American Indian cultural heritage sites in America, most frequently sites in the American Southwest and the Middle Atlantic (most often described as "Cherokee sites" in North Carolina, Georgia, Tennessee, Oklahoma, and Arkansas). Some had visited sites in New England, the Midwest, and the Plains. Many reported that they had visited the National Museum of the American Indian in Washington, D.C. A few had visited Jefferson Patterson Park as well as Jamestown.

People who had visited other native sites liked least the interpretive experiences that lacked visitor engagement or interaction, did not have much to do, had poor presentation of history and culture, or lacked authenticity. Many expressed dislike of commercialization at sites. Some found the story and poverty at some sites depressing. Some felt uncomfortable and that they were intruding outsiders. Some were disappointed that sites did not tell the story of Indians today. A few noted that the sites were not well publicized and not always open.

People who had visited other American Indian cultural heritage sites liked most learning about American Indian history and culture, in general, and interacting with American Indians. They also expressed enthusiasm about interactive and hands-on experiences, in general. Popular sites were those with opportunities to see and explore village sites and houses. Many people specifically liked experiences that seemed to be accurate representations of native culture and that had artifacts to see. Dancing and music were an important part of experiences that many people liked best.

SECTION 3

THROUGH PISCATAWAY EYES—
THE PLACES

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SECTION 3

THROUGH PISCATAWAY EYES—

THE PLACES

3.1 Introduction

The Through Piscataway Eyes (TPE) experience will offer visitors opportunities to learn about Piscataway culture and history at a collection of places throughout Southern Maryland. Early in the TPE planning process, the TPE Steering Committee assembled an initial list of 40 candidate sites for consideration as the places where these experiences might be offered. The list generally included places that are significant to the Piscataway-Conoy Tribe and to the Piscataway Indian Nation, places known to have occurrences of American Indian archaeological resources, and places where American Indian stories are being told today. Members of the TPE Planning Team visited 35 of the 40 places to inventory existing conditions and visitor opportunities, and to meet with place owners/managers to initially explore potential interest in hosting a future TPE experience. Places not visited included those on privately owned land or federal land that is not open to the public.

Printed separately, the "Potential Through Piscataway Eyes Places Inventory and Evaluation" compiles information on 36 of the 40 places considered (Clarke and Clarke 2016b), summarizing findings from the visits and meetings, supplemented by information obtained from place websites and relevant planning documents. The four places not inventoried are in private ownership. One additional place—Bullitt Neck in Charles County—was added later in the planning process and is not addressed in the inventory.

Following completion of the TPE places inventory, the TPE Steering Committee considered the 40 potential TPE places in a four-phase evaluation process. The evaluation focused on identifying and assessing the relative advantages offered at each candidate place for hosting a TPE experience.

3.2 Through Piscataway Eyes Places

The TPE Steering Committee has retained 33 places for further consideration for hosting a TPE experience (figure 3.1). These places are located within five focus areas (figure 3.2) and fall into one of three categories: anchors, satellites, or secondary places. The following text provides an overview of the various TPE experience components referenced in figure 3.1.

Figure 3.1

THROUGH PISCATAWAY EYES

CANDIDATE PLACES CONSIDERED

Focus Area 1
Upper Potomac River

ANCHOR
Accokeek Foundation (at Piscataway Park)

SATELLITES
Moyaone Sacred Site (at Piscataway Park)

Marshall Hall (at Piscataway Park)

Hard Bargain Farm

Chapman State Park

Smallwood State Park

Bullitt Neck

SECONDARY PLACES
Harmony Hall (at Piscataway Park)

Indian George Site

Posey Site

St. Mary's of Piscataway Church

Focus Area 2
Port Tobacco River

ANCHOR
Chapel Point State Park

SATELLITES
Port Tobacco Village

St. Ignatius Church

Zekiah Fort

Friendship Farm Park

Cedar Point WMA

Mallows Bay Park

SECONDARY PLACES
none

Focus Area 3
Upper Patuxent River

ANCHOR
Merkle Wildlife Sanctuary

SATELLITES
Mount Calvert Historical and Archaeological Park

Patuxent River Park

Jug Bay Wetlands Sanctuary

SECONDARY PLACES
Pig Point

Focus Area 4
Lower Patuxent River

ANCHOR
Jefferson Patterson Park and Museum

SATELLITES
Biscoe Gray Heritage Farm Park

Kings Landing Park

Myrtle Point Park

Calvert Marine Museum

SECONDARY PLACES
none

Focus Area 5
Lower Potomac River

ANCHOR
St. Clement's Island Park and Museum

SATELLITES
Newtowne Neck State Park

Historic St. Mary's City

SECONDARY PLACES
Lower Brambly Site

Choptico Reserve Site

Washington DC
Alexandria
Upper Marlboro
ANNE ARUNDEL
Upper Patuxent River
Upper Potomac River
Pig Point
Jug Bay Wetlands Sanctuary
Mount Calvert Historical and Archaeological Park
Patuxent River Park
Merkle Wildlife Sanctuary
Harmony Hall
St. Mary's of Piscataway Church
Moyaone Sacred Site at Piscataway Park
Accokeek Foundation at Piscataway Park
Hard Bargain Farm
Marshall Hall
VIRGINIA
PRINCE GEORGE'S
CALVERT
CHESAPEAKE BAY
Waldorf
Kings Landing Park
Chapman State Park
Indian Head
Posey Site and Indian George Site (at US Naval Surface Warfare Center)
Bullitt Neck
Smallwood State Park
Zekiah Fort
Lower Patuxent River
CHARLES
La Plata
Port Tobacco Village
Chapel Point State Park
St. Ignatius Church
Biscoe Gray Heritage Farm
MARYLAND
Mallows Bay Park
Cedar Point Wildlife Management Area
Friendship Farm Park
PORT TOBACCO RIVER
NANJEMOY CREEK
PATUXENT RIVER
Jefferson Patterson Park and Museum
Port Tobacco River
Choptico Reserve
ST. MARY'S
WICOMICO RIVER
Myrtle Point Park
Calvert Marine Museum
Solomons
POTOMAC RIVER
Lower Brambly
CECIL CREEK
Leonardtown
Newtowne Neck State Park
BRENTON BAY
St. Clement's Island Park and Museum
Historic St. Mary's City
ST. MARY'S RIVER
Lower Potomac River
Figure 3.2 Through Piscataway Eyes Master Plan–Places Recommended for Inclusion in the Experience
Focus Area
Anchor
Satellite
Secondary Place
Existing Water Trails
Public Access Sites
Protected Lands that are Open to the Public (including federal, state and local lands, and private lands, exclusive of military lands and wildlife refuges that are closed to the public)
Protected Lands that are Closed to the Public (generally including private land protected by conservation easements)
0 2.5 5 10 Miles
N

THE PISCATAWAY INDIAN CENTER

The Piscataway Indian Center would be a multi-purpose center including tribal headquarters (for PCT and/or PIN), facilities to support tribal community programs, and a visitor contact station. The building program would generally include tribal offices, tribal archive storage, research space, classrooms, a community meeting room, indoor and outdoor spaces to support special events, a visitor information station, exhibit space, public restrooms, and parking adequate to support normal operations and special events. The center would be located close to a major travel corridor, conveniently accessible to travelers, as well as in proximity to the communities where Piscataway live today. Marketing for Through Piscataway Eyes would direct local residents and visitors to the region, who are interested in learning about the Piscataway, to stop in at the center. At the visitor information station they would be introduced to the Through Piscataway Eyes travel experience, including orientation to its five focus areas and the network of anchors and satellite places. Exhibits would provide an overview of the Piscataway stories that are highlighted at the Through Piscataway Eyes places. Interpretive media orienting people to the places would include travel itineraries and self-guided tour brochures, as well as brochures describing special programs and events offered at the center and at the Through Piscataway Eyes places throughout the year. The Piscataway would manage the facility and would seek to open the visitor contact station year-round during normal business hours, except on holidays. Special events could be hosted at the center.

FOCUS AREAS

Through Piscataway Eyes would have five areas where interpretive and educational experiences would be packaged to provide an integrated travel experience which could engage visitors for part or all of a day or even multiple days (see figure 1). Within each area, there would be an anchor that is the hub of activity and a number of other nearby satellite and secondary places where Piscataway stories would be told.

Each focus area would likely concentrate on one of the TPE primary interpretive themes. During development of the TPE comprehensive interpretive plan, planners in collaboration with the TPE place managers would determine the most suitable unique topics and themes for each focus area based on the potential to tell specific stories.

Connecting the places within each focus area would be a network of local roads outlined in recommended travel itineraries. To the extent possible, travel itineraries would include roads that take visitors from one place to another through less congested areas and that are more likely to have scenic qualities characteristic of rural areas and landscapes evocative of Southern Maryland at an earlier time.

ANCHORS

Anchors would be gateways to Through Piscataway Eyes places within each focus area. At the anchors visitors would be oriented to Through Piscataway Eyes, in general, and specifically to the Piscataway interpretive opportunities offered at the anchor and at its satellite places.

Anchors would be located at existing publicly owned sites that are accessible to the public. The owner/manager of each anchor would engage as a partner with the Piscataway to accomplish the purpose and vision for Through Piscataway Eyes. A formal agreement would outline the terms and responsibilities of each party to support Through Piscataway Eyes in a manner consistent and complementary to the mission and management goals of both the anchor and the Piscataway.

Most anchors would be places where the partner already has facilities and operations that offer a full-service, professional visitor experience, including interpretation through indoor and outdoor exhibits, guided or self-guided tours, periodic living history presentations, and special education events and programs. The Through Piscataway Eyes interpretive and educational programs and special events would supplement what is already offered at each anchor.

The anchors would already be open to the public year-round, with programs concentrated during the visitor season (May through October), would have full-time professional staff, on-site visitor services, and ideally a marketing budget and marketing expertise.

SATELLITES

Satellite places would offer visitors opportunities to hear a significant Piscataway story and/or to experience a landscape evocative of the Piscataway world in the early 17th century when Europeans arrived in Maryland.

Satellite places would generally include publicly owned sites that are accessible to the public, although some would be privately owned and open to the public only by appointment or on days when special events are offered. Similar to the anchors, the owner/manager of each satellite place would engage as a partner with the Piscataway to accomplish the purpose and vision for Through Piscataway Eyes. A formal agreement would outline the terms and responsibilities of each party to support Through Piscataway Eyes in a manner consistent and complementary to the mission and management goals of both the satellite place and the Piscataway.

At most satellite places, the partner would already have some on-site visitor facilities and offer some type of visitor experience, such as self-guided tours, outdoor exhibits, periodic special education events and programs, and a variety of opportunities for recreation. The Through Piscataway Eyes interpretive and educational programs and special events would supplement what is already at each satellite place; most experiences would be self-guided or by special tours or special events hosted periodically by the partner.

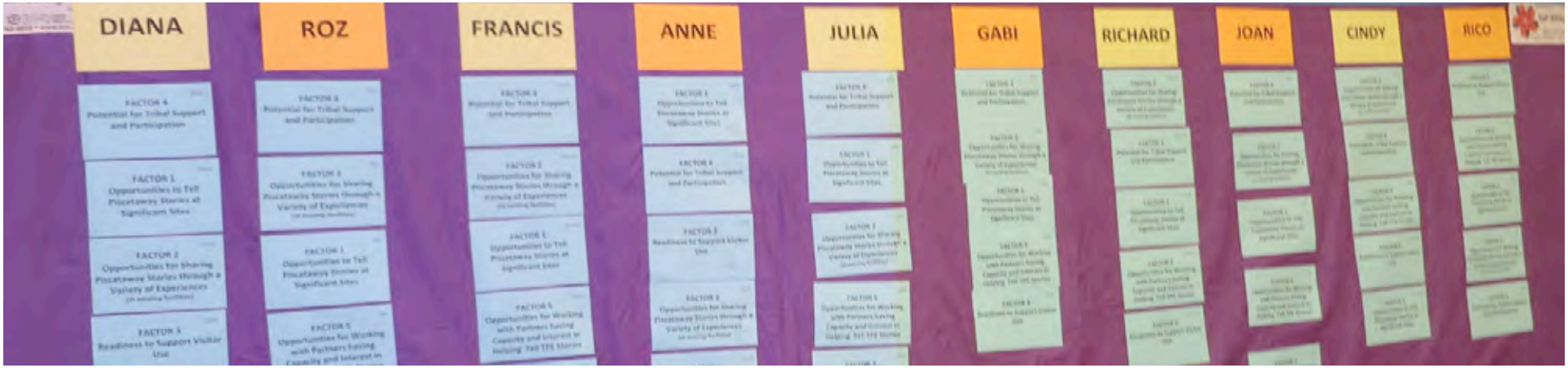
SECONDARY PLACES

Secondary places would also offer visitors opportunities to hear a significant Piscataway story and/or to experience a landscape evocative of the Piscataway world in the early 17th century when Europeans arrived in Maryland. These places differ from satellite places because they are on private land or public land that is not accessible to the public, and/or they have little or no capacity to accommodate visitors. Some secondary places are important archaeological sites that cannot be opened to the public because of potential impacts to the significant archaeological resources.

People would visit these places only through small group tours offered periodically by professional archaeologists, with the permission of the landowner. TPE anchors and satellites, and the TPE website and guide (see section 4.6), would also offer visitors opportunities to learn about secondary places that are not open to the public.

3.3 Places Recommended for Phase 1 Implementation

The TPE Steering Committee has determined that—in the future—it will work with owners/managers of 17 places during initial implementation of the TPE experience. The places selected include the five anchors and 12 of the 21 candidate satellites (figure 3.3). The TPE Steering Committee based its selection of the 17 places on an analysis of the relative advantages offered by each place. (Appendix A provides an explanation of the site evaluation process.)



members of the TPE Steering Committee using "choosing by advantages" to select the TPE places and identify places to be included in phase 1 of TPE implementation

Figure 3.3

THROUGH PISCATAWAY EYES

PLACES RECOMMENDED FOR PHASE 1 IMPLEMENTATION

Focus Area 1
Upper Potomac River

ANCHOR
Accokeek Foundation (at Piscataway Park)

SATELLITES
Moyaone Sacred Site (at Piscataway Park)

Chapman State Park

Bullitt Neck

Focus Area 2
Port Tobacco River

ANCHOR
Chapel Point State Park *(preferred location for the Piscatway Indian Center)*

SATELLITES
St. Ignatius Church

Zekiah Fort

Focus Area 3
Upper Patuxent River

ANCHOR
Merkle Wildlife Sanctuary

SATELLITES
Mount Calvert Historical and Archaeological Park

Patuxent River Park

Jug Bay Wetlands Sanctuary

Focus Area 4
Lower Patuxent River

ANCHOR
Jefferson Patterson Park and Museum

SATELLITES
Biscoe Gray Heritage Farm Park

Calvert Marine Museum

Focus Area 5
Lower Potomac River

ANCHOR
St. Clement's Island Park and Museum

SATELLITES
Newtowne Neck State Park

Historic St. Mary's City

PISCATAWAY INDIAN CENTER

(to be established in a later phase, ideally within one of the TPE focus areas)

Upper Potomac River
Port Tobacco River
Upper Patuxent River
Lower Patuxent River
Lower Potomac River
Accokeek Foundation at Piscataway Park
Moyaone Sacred Site at Piscataway Park
Chapman State Park
Bullitt Neck
Zekiah Fort
Chapel Point State Park
St. Ignatius Church
Mount Calvert Historical and Archaeological Park
Jug Bay Wetlands Sanctuary
Patuxent River Park
Merkle Wildlife Sanctuary
Biscoe Gray Heritage Farm
Jefferson Patterson Park and Museum
Calvert Marine Museum
Newtowne Neck State Park
St. Clement's Island Park and Museum
Historic St. Mary's City
VIRGINIA
MARYLAND
PRINCE GEORGE'S
CHARLES
CALVERT
ST. MARY'S
ANNE ARUNDEL
CHESAPEAKE BAY
POTOMAC RIVER
PATUXENT RIVER
NANJEMOY CREEK
PORT TOBACCO RIVER
WICOMICO RIVER
CECIL CREEK
BRENTON BAY
ST. MARY'S RIVER
Washington DC
Alexandria
Upper Marlboro
Waldorf
Indian Head
La Plata
Leonardtown
Solomons
Figure 3.4 Through Piscataway Eyes–Places Recommended for Phase 1 Implementation
Focus Area
Anchor
Satellite
Potential TPE Travel Routes
Existing Water Trails
Public Access Sites
Protected Lands that are Open to the Public (including federal, state and local lands, and private lands, exclusive of military lands and wildlife refuges that are closed to the public)
Protected Lands that are Closed to the Public (generally including private land protected by conservation easements)
0 2.5 5 10 Miles
N

UPPER POTOMAC RIVER FOCUS AREA—ANCHOR

ACCOKEEK FOUNDATION AT PISCATAWAY PARK

3400 Bryan Point Road
Accokeek, MD 20607

County	Prince George's County
Phone	(301) 283-2113
Website	www.accokeekfoundation.org
Type of Heritage Site	outdoor living history museum
Size	200 acres (owned by the National Park Service, managed by the NPS and Accokeek Foundation)
Mission	to cultivate passion for the natural and cultural heritage of Piscataway Park and a commitment to stewardship and sustainability
Interpretive Program Overview	Through its colonial living history museum, organic farm, heritage breed animals, trails, and gardens, the Accokeek Foundation provides opportunities for a unique outdoor experience. Primary interpretive theme: "The land shapes the people; the people shape the land, over time." Three major interpretive and educational programs: • National Colonial Farm • Ecosystem Farm • Center for Agricultural and Environmental Stewardship
American Indian Interpretation/Programs	Accokeek Foundation is committed to making Piscataway history and culture a primary part of the visitor experience at Piscataway Park. A recent oral history project led to creation of a Piscataway traveling exhibit. Native Trails Native People Program is one of several educational programs offered. Colonial Farm Garden has a Native Indian garden component.
Visitor Facilities and Services	parking, visitor center, gift shop, restrooms, educational programs, guided tours, special events, trails, water access, indoor and outdoor event venues, picnic facilities
Hours	open year-round from dawn to dusk
Admission	free
American Indian Archaeological Resources	six sites surveyed, one a multicomponent Archaic through Late Woodland occupation area with a buried midden below the plowzone.

Accokeek Foundation—farm garden with a Native Indian garden component

Accokeek Foundation—field and forest view

Accokeek Foundation—visitor center and picnic area

Chapel Point—view from park entrance

Chapel Point—shoreline view

Chapel Point State Park—site used today by Piscataway People for ceremonial events

PORT TOBACCO FOCUS AREA—ANCHOR

CHAPEL POINT STATE PARK

Chapel Point Road
Port Tobacco, MD 20677

County	Charles County
Phone	(301) 743-7613
Website	www.dnr2.maryland.gov/publiclands/pages/southern/chapelpoint.aspx
Type of Heritage Site	passive recreation
Size	600 acres (owned by the state of Maryland, managed by MD DNR)
Mission	none
Interpretive Program Overview	none
American Indian Interpretation/Programs	none
Visitor Facilities and Services	parking, information kiosk, water access, port-a-John, hunting for visitors with disabilities
Hours	open year-round from dawn to dusk
Admission	free
American Indian Archaeological Resources	multiple sites within the park. Site 18CH79, evidenced by a midden, is Early Archaic through Late Woodland (6000 BC-AD 1600) hunting, fishing and oyster processing; site of a cemetery, with most burials relocated inland in 19th century. Investigations in 1989 and 1990 by the Division of Archaeology (now Maryland Historical Trust) and the Archaeological Society of Maryland, Inc. Salvage excavations of eroding burials from 19th century cemetery also periodically undertaken by JPPM and MHT.

UPPER PATUXENT FOCUS AREA—ANCHOR

MERKLE WILDLIFE SANCTUARY

11704 Fenno Road
Upper Marlboro, MD 20772

County	Prince George's County
Phone	(301) 888-1377
Website	www.dnr2.maryland.gov/publiclands/pages/southern/merkle.aspx
Type of Heritage Site	passive recreation, environmental education
Size	364 acres (owned by the state of Maryland, managed by MD DNR)
Mission	none
Interpretive Program Overview	interpretive programming focused primarily on the life history and management of the Canada Goose and habitat of the area
American Indian Interpretation/Programs	none
Visitor Facilities and Services	parking, visitor center, restrooms, information kiosk, trails, educational programs, guided tours, auto tour, water access, indoor and outdoor event venues, picnic facilities, Patuxent River overlooks, campsites
Hours	open year-round from 7:00 AM to sunset
Admission	free
American Indian Archaeological Resources	multiple sites recorded, ranging from Middle Archaic through Late Woodland/contact period (4000 BC-1600s AD). Sites recorded on the Merkle property include small short term camps, a Middle Archaic-Early Woodland base camp, and a Middle Woodland through Contact period site, the location of the Town of Mattapanient. 2015 survey by Julia King indicate that the site was continuously used by Native people since at least the Late Archaic period (3500-1000 BC) through Late Woodland Period (900-1600 AD). A few artifacts of European manufacture spatially associated with Late Woodland wares indicate that the site was probably occupied into the 17th century, as well, possibly at the time John Smith arrived in the Patuxent.

Merkle Wildlife Sanctuary—view from the visitor center

Mataponi Creek at Merkle Wildlife Sanctuary

Merkle Wildlife Sanctuary—visitor center

St. Clement's Island Museum

St. Clement's Island Museum—Maryland Indian exhibit

St. Clement's Island Museum—picnic area

LOWER POTOMAC RIVER FOCUS AREA—ANCHOR

ST. CLEMENT'S ISLAND MUSEUM

38370 Point Breeze Road
Colton's Point, MD 20626

County	St. Mary's County
Phone	(301) 769-2222
Website	www.stmarysmd.com/recreate/museums
Type of Heritage Site	museum (and passive recreation at St. Clement's Island State Park, accessed by boat from the museum)
Size	10 acres (owned and managed by St. Mary's County)
Mission	to collect, preserve, research and interpret the historic sites and artifacts that illustrate the natural and cultural histories of St. Clement's Island and the Potomac River, the Piney Point Lighthouse and the Chesapeake Bay, and the Drayden African American and Charlotte Hall schoolhouses
Interpretive Program Overview	heritage oriented program focused on nine stories
American Indian Interpretation/ Programs	museum exhibits featuring the Indians of Southern Maryland
Visitor Facilities and Services	parking, museum, gift shop, educational programs, guided tours, restrooms, outdoor event venue, picnic facilities, water access, boat access to St. Clement's Island State Park
Hours	open year-round from dawn to dusk
Admission	free
American Indian Archaeological Resources	St. Clement's Island has three recorded American Indian archaeological sites that are shell middens dating to the Woodland (1000 BC-1600 AD) and possibly contact period(s). Two recorded sites have not been extensively tested. Site 18ST686 is an oyster shell midden where excavated artifacts consisted of 265 stone items and 56 potsherds. Temporally diagnostic artifacts included Popes Creek and Mockley ceramics of the Middle Woodland period (ca.200- 900 AD), as well as Townsend, Yeocomico, and Camden ceramics of the Late Woodland through Contact periods (ca. 1500-1710 AD).

LOWER PATUXENT RIVER FOCUS AREA—ANCHOR

JEFFERSON PATTERSON PARK AND MUSEUM

1015 Mackall Road
St. Leonard, MD 20685

County	Calvert County
Phone	(410) 586-8501
Website	www.jefpat.org
Type of Heritage Site	museum, outdoor living history museum, Maryland Archaeological Conservation Laboratory
Size	560 acres (owned by the State of Maryland, managed by the Maryland Historical Trust)
Mission	Jefferson Patterson Park and Museum connects people to the past through history and archaeology and supports the preservation of Maryland's cultural resources.
Interpretive Program Overview	heritage oriented program with four principal stories to tell: Native Americans, Farming, War of 1812, and the Patterson family
American Indian Interpretation/Programs	Woodland Indian Village, Native American Lifeways educational program, Eastern Woodland Indian Cultures of America Traveling Trunk (4th grade education program), Native American artifacts exhibits, annual American Indian Heritage Day
Visitor Facilities and Services	parking, visitor center/museum, gift shop, educational programs, guided tours, restrooms, trails, water access, indoor and outdoor event venues, picnic facilities
Hours	open year-round from 7:30 AM to dusk, except for Thanksgiving, Christmas, and New Year's Day
Admission	free
American Indian Archaeological Resources	multiple sites spanning 10,000 years of continuous use of the landscape

Jefferson Patterson Park and Museum—museum

Jefferson Patterson Park and Museum—Indian village

Jefferson Patterson Park and Museum—Patuxent River

view of Moyaone Sacred Site and Turkey Tayac Grave

"First People and the Potomac" wayside

UPPER POTOMAC RIVER FOCUS AREA—SATELLITE

MOYAONE SACRED SITE AT PISCATAWAY

Bryan Point Road
Accokeek, MD 20607

County	Prince George's County
Phone	(202) 426-5961
Website	www.nps.gove/pisc
Type of Heritage Site	passive recreation; highly significant ceremonial site for contemporary Piscataway
Size	20 acres (owned by the National Park Service (NPS), managed by NPS and the Alice Ferguson Foundation)
Mission	none
Interpretive Program Overview	none
American Indian Interpretation/ Programs	no interpretive program; one interpretive panel entitled, "First People and the Potomac"
Visitor Facilities and Services	parking, Marsh Boardwalk, trail to Mockley Point, canoe/kayak landing
Hours	open daily from dawn to dusk
Admission	free
American Indian Archaeological Resources	The Moyaone Sacred Site, and the larger Mockley Point area at the confluence of Piscataway Creek with the Potomac River, is the site of the largest Piscataway village at the time of the arrival of Europeans. Archaeological evidence indicates that this site is not the "Moyaone" indicated on the John Smith Map of Virginia, although Smith mapped Moyaone in this vicinity. The site includes a series of archaeological sites, ranging in date from the Late Archaic period (c. 3000 B.C.) to historic times. The earliest components at the site are represented by hunting and campsites. Later, during the Middle Woodland period (c. A.D. 800), small horticultural hamlets were established. The major component at Accokeek Creek, however, is an extensive palisaded village of the Piscataway Indians. Multiple palisade lines at this Potomac-facing village indicate numerous rebuilding episodes, and attest to a fairly lengthy occupation of the site. The village appears to have been abandoned prior to Contact. At the north end of this tract on the banks of Piscataway Creek was a rectangular fort occupied by the Susquehannock in 1674-75. Site includes grave of Philip Sheridan "Turkey Tayac" Proctor, "chief of the Piscataway", buried on November 11, 1979.

UPPER POTOMAC RIVER FOCUS AREA—SATELLITE

CHAPMAN STATE PARK

3452 Ferry Places
Indian Head, MD 20640

County	Charles County
Phone	(301) 743-7613
Website	www.dnr2.maryland.gov/publiclands/pages/ southern/chapman.aspx
Type of Heritage Site	passive recreation
Size	821 acres (owned by the State of Maryland, managed by the MD DNR and the Friends of Chapman State Park)
Mission	Jefferson Patterson Park and Museum connects people to the past through history and archaeology and supports the preservation of Maryland's cultural resources.
Interpretive Program Overview	interpretive program focuses on Mount Aventine Manor House
American Indian Interpretation/Programs	none; plans for adding an American Indian exhibit at the visitor center
Visitor Facilities and Services	parking, visitor center, information kiosk, guided tours, port-a-John, trails, water access, indoor and outdoor event venues, picnic facilities
Hours	grounds open year-round from dawn to dusk; visitor center and manor hours open on Sundays from 1:00 to 4:00 PM
Admission	free
American Indian Archaeological Resources	Archaeological survey in 1995 identified over 80 sites representing a continuum of use for 8,000 years. Notable sites include 18CH377, a contact period site, and 18CH380, a Late Archaic (3000-1000 BC) and Late Woodland (900-1600 AD) base camp. Site 18CH377 represents a Contact period site from the early 18th century containing American Indian and European artifacts. The site likely consists of a squatter farmstead, referenced in archival sources. The large quantities of aboriginal artifacts suggest that the site's inhabitants may have been American Indians or possibly European settlers in close contact with local native peoples. Site 18CH380 consists of two discrete aboriginal occupations representing a Late Archaic short term encampment and a Late Woodland multiple activity/base camp from between the Late Archaic and Late Woodland components.

Chapman State Park—view of the Potomac River from Mount Aventine Manor House

Chapman State Park—Potomac River Trail at the Potomac River

Chapman State Park—Potomac River Trail

St. Ignatius Church—historical marker

Indian Monument—St. Kateri Tekakwitha

UPPER PORT TOBACCO RIVER FOCUS AREA—SATELLITE

ST. IGNATIUS CHURCH

8855 Chapel Point Road
Port Tobacco, MD 20677

County	Charles County
Phone	(301) 934-8245
Website	www.chapelpoint.org
Type of Heritage Site	church and church grounds (with graves of many Piscataway People)
Size	2.4 acres (owned and managed by the Roman Catholic Archdiocese of Washington
Mission	none
Interpretive Program Overview	none
American Indian Interpretation/ Programs	Indian Monument to St. Kateri Tekakwitha—an Algonquin Mohawk laywoman, recognized as the first American Indian Saint by the Catholic Church
Visitor Facilities and Services	parking, path to Indian Monument
Hours	grounds open year-round from dawn to dusk; parish office open from 9:00 am to 3:00 pm Monday through Friday
Admission	free
American Indian Archaeological Resources	no recorded sites

St. Ignatius Church—view of cemetery and the Port Tobacco River

PORT TOBACCO RIVER FOCUS AREA—SATELLITE

ZEKIAH FORT

Windy Knolls Place
Waldorf, MD 20602

County	Charles County
Phone	(301) 392-3470
Website	none
Type of Heritage Site	public land; not currently open to the public
Size	97 acres (owned and managed by Charles County)
Mission	none
Interpretive Program Overview	none
American Indian Interpretation/ Programs	none
Visitor Facilities and Services	none
Hours	not open to the public
Admission	not applicable
American Indian Archaeological Resources	Fieldwork by St. Mary's College in 2010 and 2011 confirmed the location of Zekiah Fort. Piscataway Indians relocated to Zekiah Fort for 1680 to the early 1690s, during a period of significant unrest along Maryland's 17th-century Anglo-Native frontier. Before their move to Zekiah, the Piscataway had been living in the vicinity of Piscataway Creek. The Zekiah Fort site consists of concentrations of late 17th-century artifacts associated with a relatively steep and defensible knoll. The knoll is located on an unnamed stream supplying water to nearby Piney Branch. Recovered artifacts include lithics of European flint and native stone, Indian and European ceramics, red and white clay tobacco pipes, glass beads, bottle glass, wrought iron nails, lead shot, brass triangles, brass scrap, and animal bone as well as various other finds represented in small quantities.

Zekiah Fort—view of fortified fort site atop the knoll

Zekiah Fort—travel route up to the fortified fort site

Zekiah Fort—tributary stream below the fortified site

Patuxent River Park—dancing at the Indian Festival

UPPER PATUXENT FOCUS AREA—SATELLITE

PATUXENT RIVER PARK

1600 Croom Airport Road
Upper Marlboro, MD 20772

County	Prince George's County
Phone	(301) 627-6074
Website	www.pgparks.com
Type of Heritage Site	regional park (passive recreation)
Size	2000 acres (owned and managed by Prince George's County)
Mission	none
Interpretive Program Overview	none
American Indian Interpretation/Programs	American Indian Village, annual Indian Festival
Visitor Facilities and Services	parking, visitor center, educational programs, restrooms, trails, water access, indoor and outdoor event venues, picnic facilities, campsites, Patuxent River overlooks
Hours	open daily from 8:00 am until dusk with seasonal adjustments; park office open daily from 9:00 am to 4:00 pm
Admission	free
American Indian Archaeological Resources	The park has not been systematically surveyed, but given its location and characteristics suitable for settlement, it is likely to have abundant and significant sites. One site (18PR97) has been recorded. Artifacts indicate a long use of the site, ranging from the Early Archaic through the Late Woodland (6000 BC-AD 1600).

Patuxent River Park—American Indian Village welcome sign

Patuxent River Park—paddler on Jug Bay

UPPER PATUXENT RIVER FOCUS AREA—SATELLITE

MOUNT CALVERT HISTORICAL AND ARCHAEOLOGICAL PARK

16302 Mount Calvert Road
Upper Marlboro, MD 20772

County	Prince George's County
Phone	(301) 627-1286
Website	www.pgparks.com/sites_and_museums_Calvert_Historical_and_Archaeological_Park.htm
Type of Heritage Site	museum
Size	22 acres (owned and managed by Prince George's County)
Mission	none
Interpretive Program Overview	interpretive program focused on lifeways of American Indians, English Colonists, and African-Americans at Mount Calvert
American Indian Interpretation/Programs	museum exhibits and outdoor waysides on Woodland Indians
Visitor Facilities and Services	parking, museum, educational programs, guided tours, restrooms, interpretive trail, water access, picnic facilities, Patuxent River overlook
Hours	grounds open year-round from dawn to dusk; house and museum exhibit open from April through October on Saturdays and Sundays; archaeological excavations open on most Saturdays from April through October
Admission	free
American Indian Archaeological Resources	Mount Calvert is a multi-component site containing Early Archaic through Late Woodland components (with the main occupation in the Early and Middle Woodland), the site of the first county seat of Prince George's County, an 18th century plantation, and a 19th-20th century farm. The site itself is extensive (approximately 250 by 200 meters in size), and has dense, spatially discrete occupations represented by preserved archaeological deposits.

Mount Calvert—view from the Patuxent RIver

Mount Calvert—First Inhabitants museum exhibit

Mount Calvert—Woodland Indians wayside

Jug Bay Wetlands Sanctuary—view of the wetlands

Jug Bay Wetlands Sanctuary—wetlands overlook

Jug Bay Wetlands Sanctuary—visitor center

UPPER PATUXENT RIVER FOCUS AREA—SATELLITE

JUG BAY WETLANDS SANCTUARY

1461 Wrighton Road
Lothian, MD 20711

County	Anne Arundel County
Phone	(410) 741-9330
Website	www.jugbay.org
Type of Heritage Site	environmental education and passive recreation
Size	1,547 acres (owned and managed by Anne Arundel County)
Mission	to increase awareness, understanding and appreciation of estuarine and other natural ecosystems and their conservation through outdoor education, research, stewardship, and volunteering
Interpretive Program Overview	education and interpretation of tidal freshwater wetlands for children and adults
American Indian Interpretation/ Programs	none
Visitor Facilities and Services	parking, museum, educational programs, guided tours, self-guided tours, special events, restrooms, interpretive trails, water access, picnic facilities, Patuxent River overlooks
Hours	open Wednesdays, Fridays, Saturdays, and Sundays from 9:00 am to 5:00 pm
Admission	free
American Indian Archaeological Resources	several small sites ranging from Archaic (ca 6000-1000 BC) through Woodland (1000 BC-1600 AD). Dorr site (18AN19) is a major base camp, with a primary occupation in the Middle Woodland (AD 200-900). The Dorr site represents the establishment of large base camps in freshwater tidal wetland environments in the coastal plain Chesapeake around the Middle Woodland time period. Large storage pits indicate a substantial permanent settlement. It is suggested that these settlements were likely tied to the availability of predictable and abundant resources such as wild rice, etc. Although begun in the Archaic, this reaches an intense level in the Middle Woodland period (AD 200-900). Trade and exchange from the Catoctins to the Coastal Plain is most evident in the Patuxent River valley.

LOWER PATUXENT RIVER FOCUS AREA—SATELLITE

BISCOE GRAY HERITAGE FARM PARK

2695 Grays Road
Prince Frederick, MD 20677

County	Calvert County
Phone	(410) 535-5327
Website	www.co.cal.md.us/BiscoeGray
Type of Heritage Site	agricultural heritage site and passive recreation site
Size	196 acres (owned and managed by Calvert County)
Mission	none
Interpretive Program Overview	Biscoe Gray is a historically rich site that traces agricultural practices from American Indian settlements and small-scale colonial farming to farming practices through the centuries. There is a three part interpretive timeline: Indian occupation, African American stories in Calvert County, and Rolling Road Money Crop Trail
American Indian Interpretation/Programs	Interpretive media and programming related to American Indian settlements under development along the Cathole Trail.
Visitor Facilities and Services	parking, trails, educational programs, guided and self-guided tours, port-a-John
Hours	open all year from dawn to dusk
Admission	free
American Indian Archaeological Resources	Two small Late Woodland sites are on property. The Sunken Road Site (18CV494) is an 18th century domestic site with evidence of a post-in-ground structure and other features. The site also possesses a minor aboriginal component dating to the Late Woodland and a minor secondary component dating to the 19th or early 20th century. Torp's Lament (18CV495) revealed the presence of a low density Late Woodland shell midden in a fairly undisturbed condition. The site yielded diagnostics as well as a wide variety of artifact types (flaked stone, ceramics, groundstone, and faunal materials). The diagnostic materials suggest a single Late Woodland (900-1600 AD) component.

Biscoe Gray Heritage Farm—Cat Hole Trail

Biscoe Gray Heritage Farm—Battle Creek view from the Cat Hole Trail

Biscoe Gray Heritage Farm—visitors standing atop a shell midden

Calvert Marine Museum—site orientation kiosk

Calvert Marine Museum—museum entrance

Calvert Marine Museum—dock

LOWER PATUXENT RIVER FOCUS AREA—SATELLITE

CALVERT MARINE MUSEUM

14200 Solomons Island Road
Solomons, MD 20688

County	Calvert County
Phone	(410) 326-2042
Website	www.calvertmarinemuseum.com
Type of Heritage Site	museum
Size	9 acres (owned and managed by Calvert County)
Mission	The Calvert Marine Museum is a public, non-profit, educational, regionally oriented museum dedicated to the collection, preservation, research, and interpretation of the culture and natural history of Southern Maryland.
Interpretive Program Overview	three interpretive themes: regional paleontology, estuarine life of the tidal Patuxent River and adjacent Chesapeake Bay, and maritime history of these waters.
American Indian Interpretation/Programs	American Indian programming focuses on how the native people used the land; current American Indian exhibit entitled, "People of the Patuxent", showing how artifacts were used in everyday life and tool makers; guided museum tour program entitled, "John Smith and the Native Peoples of the Patuxent"; Native American watercraft
Visitor Facilities and Services	parking, museum, gift shop, educational programs, guided and self-guided tours, restrooms, outdoor exhibits, picnic facilities, indoor and outdoor event venues
Hours	daily 10:14 am to 5:00 pm; closed New Year's Day, Thanksgiving and Christmas Day
Admission	adults $9; seniors (55+) $7; children (5 to 12) $4; military $4; AAA $7
American Indian Archaeological Resources	no recorded sites

LOWER POTOMAC RIVER FOCUS AREA—SATELLITE

NEWTOWNE NECK STATE PARK

Newtowne Neck Road
Leonardtown, MD 20650

County	St. Mary's County
Phone	(301) 872-7275
Website	www.dnr.state.md.us/publiclands/pages/southern/Newtowne.aspx
Type of Heritage Site	passive recreation
Size	776 acres (owned by the state of Maryland, managed by MD DNR)
Mission	none
Interpretive Program Overview	Interpretive themes to be developed based on further archaeological surveys and historic research regarding the use of the property; likely interpretive themes will focus on: • American Indians • European settlers • the Jesuits • African Americans • scientists working on World War II munitions
American Indian Interpretation/Programs	none
Visitor Facilities and Services	parking, information kiosks, port-a-johns, undeveloped trails, informal swimming beach, canoe/kayak launch
Hours	open all year from sunrise to sunset
Admission	free
American Indian Archaeological Resources	Multiple sites representing the full spectrum of history from the Archaic period (beginning ca. 6000 BC) into the present. Site 18ST17, located near the southern section of the peninsula, is a large base camp used from the Late Archaic through the Late Woodland, where there is evidence for a substantial Late Woodland village.

Newtowne Neck—farm field vista

Newtowne Neck—trail along Historic Farm Road

Newtowne Neck—Lacey Beach

Historic St. Mary's City—visitor center and museum

Historic St. Mary's City—Woodland Indian hamlet

LOWER PATUXENT RIVER FOCUS AREA—SATELLITE

HISTORIC ST. MARY'S CITY

18751 Hogaboom Lane
St. Mary's City, MD 20686

County	St. Mary's County
Phone	(240) 895-4990
Website	www.hsmcdigshistory.org
Type of Heritage Site	outdoor museum of history and archaeology
Size	800 acres (owned by state of Maryland, managed by Historic St. Mary's City, an independent entity under the Governor's Office)
Mission	to preserve and protect the archaeological and historical record of Maryland's first colonial capital and to appropriately develop and use this historic and scenic site for the education, enjoyment, and general benefit of the public
Interpretive Program Overview	Decades of research at Historic St. Mary's City provide the foundation of exhibits assembled across the landscape: re-created structures in the town center, the Brick Chapel of 1667, the State House of 1676, a Woodland Indian hamlet, a tall ship, and a tobacco plantation complete with heritage livestock. The St. John's Site Museum preserves the foundation of one of the nation's most important historic places and examines how researchers know what they know about the past. The museum's collections are a resource for professional archaeologists and scholars. College students study at the museum's colonial archaeology field school, the longest running in the nation.
American Indian Interpretation/Programs	Woodland Indian Hamlet; annual Indian Discovery Day; Native American Life outreach program for 3rd through 5th graders; customized Native American Life tour for 6th through 12th graders; guided adult tours of the Woodland Indian Hamlet
Visitor Facilities and Services	parking, visitor center/museum, gift shop, restrooms, educational programs, guided tours, self-guided audio tours, indoor and outdoor event venues, picnic facilities, box lunches, lodging, restaurant
Hours	open year round/hours vary by season
Admission	adults $10; seniors (60+) $9; students (6 to 18 or college) $6; children (5 and under) free
American Indian Archaeological Resources	ongoing excavations at St. Mary's since 1966; 17th century town and capital, Early Archaic-Contact sites and Late Woodland village; 17th century English town/fort constructed in an area occupied by Yeocomico groups.

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SECTION 4

THROUGH PISCATAWAY EYES— THE EXPERIENCES

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SECTION 4

THROUGH PISCATAWAY EYES—
THE EXPERIENCES

4.1 Introduction

The following narrative and graphics describe recommended TPE experiences at TPE places in Southern Maryland:

- **Piscataway Indian Center**—a description of the center's four principal functions, with a focus on how the center would function as the Through Piscataway Eyes (TPE) experience home
- **Anchor Museums**—initial thoughts on how the Piscataway would collaborate with the three anchor museums to develop a plan for the TPE visitor experience that integrates with the museum's existing and planned American Indian programs and activities
- **Satellite Museums**—initial thoughts on how the Piscataway would collaborate with the two satellite museums to develop a plan for the TPE visitor experience that integrates with the museum's existing and planned American Indian programs and activities
- **TPE Phase 1 Places**—conceptual visitor experience plans for ten TPE Phase 1 Places that lay the foundation for the Piscataway to collaborate with the owner/manager of each place to create the TPE experience
- **Zekiah Fort**—a two-phase approach to developing a TPE experience at Zekiah Fort, including a conceptual plan for the initial self-guided visitor experience (phase 1), and a conceptual plan for a more substantial visitor experience, including development of a visitor contact facility and outdoor education center (phase 2), as well as alternative access enhancements needed to address access safety concerns
- **Focus Area Itineraries**—five recommended travel itineraries illustrating the travel routes and distances for touring each of the five TPE focus areas

Merkle Wildlife Sanctuary Visitor Center—the future visitor contact facility for the Upper Patuxent River Focus Area

4.2 The Piscataway Indian Center

THE CENTER'S FUNCTIONS

The Piscataway Indian Center would be the primary focal point of the Through Piscataway Eyes (TPE) experience. This would be a new tribal facility that would host numerous tribal activities. The center would have four principal functions. It would:

- be the Piscataway government headquarters (for PCT and/or PIN)
- be a repository for Piscataway archives and collections
- be a Piscataway community center
- be home to the TPE experience and its primary visitor contact facility

The Piscataway would manage the center and would seek to have the TPE visitor contact facility that is hosted there open year-round during normal business hours, except on holidays.

During the TPE master planning process, the TPE Steering Committee looked at many similar American Indian cultural centers that offer models for the center—what would happen at the center and how it could be developed, managed, and sustained (Clarke and Clarke 2016c). The Iroquois Indian Museum in Howe's Cove, New York offers a representative example of what is envisioned for the Piscataway Indian Center.

Piscataway Government Headquarters

Piscataway government headquarters at the center would include facilities supporting tribal government operations. Routine administrative activities, regular meetings of the elected tribal government, and special tribal projects would occur at the center, as well as periodic meetings attended by larger tribal groups. Facilities would likely include office space for tribal elected officials and administrative staff, a workroom where tribal members could engage in special projects, a reception area, a kitchen/break room, a conference room, and storage rooms.

Piscataway Archives and Museum Collections Management Facility

The center would house the tribal archives and collections. Facilities would support a collections management program in which Piscataway artifacts, archives, and manuscripts would be systematically collected for permanent retention or exhibition. At the facility, the Piscataway would be able to arrange, catalogue, and describe the tribal collection, thus preserving the collection and its context, while providing controlled access for researchers.

Piscataway Community Center

The center would house facilities to generally support the Piscataway community. It would be a place for the People to gather for celebrations, ceremonies, and traditional activities. It would be a place for the Piscataway to hold public meetings, as well as a place where tribal members could regularly meet one another for social events. It would be the center of tribal volunteer activities. It would provide space for tribal members to use, either for free or for a modest fee, to host private family functions or parties. It would also provide facilities to support educational programs for tribal members and the public, focused on Piscataway cultural history and traditions. It could include an indoor and/or outdoor theatre for performances, as well as an outdoor venue for large special events.

Iroquois Indian Museum, Howe's Cave, NY—a representative Indian Center with many similarities to the envisioned Piscataway Indian (source: http://www.iroquoismuseum.org/#!museum-features/c152j)

Ah-Tah-Thi-Ki Museum—the museum of the Seminole Tribe of Florida, Clewiston, Florida—a representative Indian Center with many similarities to the envisioned Piscataway Indian Center (source:http://www.ahtahthiki.com/)

Piscataway Indian Center—desired future home at Chapel Point State Park

Through Piscataway Eyes (TPE) Experience Home

The center would host the Through Piscataway Eyes experience, providing administrative offices for the Piscataway and other TPE staff. Center facilities would be available as needed to support TPE operations, such as meeting space, volunteer work space, and classrooms to support educational programming and training for TPE guides and interpreters.

Marketing for TPE would direct local residents and visitors, who are interested in learning about the Piscataway, to stop at the center. At the visitor information station they would be introduced to the TPE travel experience, including orientation to its five focus areas and the network of anchors and satellite places. A small museum space would have exhibits, and perhaps a short video, that provide an overview of Piscataway history and culture. Interpretive media orienting people to the TPE places in Southern Maryland would include travel itineraries and self-guided tour brochures, as well as brochures describing special programs and events offered at the center and at the TPE places throughout the year. There could be a small gift shop selling authentic Piscataway crafts and other American Indian items, such as books and music.

Outside the center, the Piscataway would host periodic special events and offer guided tours of the Chapel Point site and adjoining St. Ignatius Church (see section 4.5). A permanent exhibit on Piscataway food crops would be developed in adjoining fields. Occasional guided water tours would be based at the canoe/kayak landing.

FUTURE HOME OF THE PISCATAWAY INDIAN CENTER

Initially, the functions of the Piscataway Indian Center are being hosted at a variety of sites listed throughout this plan.

In the future, the Piscataway would seek to develop a center at Chapel Point State Park, in accordance with a future agreement to be negotiated with MD DNR. The future agreement would depend upon availability of funding to build the facility and to sustain its continued operation by the Piscataway. It would also depend upon compliance with applicable state policy and regulations, particularly those related to development within the Chesapeake Bay Critical Area, as well as compatibility with other pertinent agreements in place at that time, such as those with Charles County.

4.3 Anchor Museums

Anchors would be gateways to Through Piscataway Eyes places within each focus area. At anchors, visitors would be oriented to Through Piscataway Eyes, in general, and specifically to the Piscataway interpretive opportunities offered at the anchor and at its satellite places. Three of the five anchors would be located at existing established museums. During phase 1 of TPE implementation, the Piscataway would work collaboratively with each museum to develop a plan for the TPE visitor experience that integrates with the museum's existing and planned American Indian programs and activities. Resources would then be sought to implement each plan.

ACCOKEEK FOUNDATION AT PISCATAWAY PARK

At the Accokeek Foundation, visitors would be oriented to TPE experiences in the Upper Potomac focus area.

The TPE experience at Accokeek would complement the Piscataway Cultural Landscape Initiative, the Piscataway Connections traveling exhibit, the Native Plants Native People Program, and the Indian garden. Additional TPE interpretation could be added along the Pumpkin Ash Trail, and TPE events and programs could possibly be offered in the future at the Ecosystem Farm, which hosts Accokeek's Center for Agricultural and Environmental Stewardship.

JEFFERSON PATTERSON PARK AND MUSEUM

At Jefferson Patterson Park and Museum, visitors would be oriented to TPE experiences in the Lower Potomac focus area.

The TPE experience at Jefferson Patterson Park and Museum would complement activities and programs at the Woodland Indian Village, the Eastern Woodland Indian Cultures of America Traveling Trunk, American Indian artifact exhibits in the museum, and the annual American Indian Heritage Day.

ST. CLEMENT'S ISLAND MUSEUM

At St. Clement's Island Museum, visitors would be oriented to TPE experiences in the Lower Potomac focus area.

The TPE experience at St. Clement's Island Museum would complement American Indian interpretive exhibits and programming now being updated for the planned remodeled museum. Temporary exhibit space, to be included in the remodeled museum, could host a temporary TPE exhibit, perhaps one telling the Piscataway story of the past 400 years.

Jefferson Patterson Park and Museum—Lower Patuxent focus area anchor

St. Clement's Island Museum—Lower Potomac focus area anchor

Accokeek Foundation at Colonial Farm—Upper Potomac focus area anchor

From left:

Calvert Marine Museum—entrance and administrative building

Historic St. Mary's City—existing visitor center (soon to be replaced by a new facility)

4.4 Satellite Museums

Two additional museums would be satellite TPE places, offering visitors opportunities to learn about Piscataway history and culture told through Piscataway eyes.

CALVERT MARINE MUSEUM

The TPE experience at Calvert Marine Museum would potentially expand on how the American Indian story is currently told at the museum by telling Piscataway stories from the Piscataway perspective through its tours and educational programs. The museum currently has no capacity to expand the scope of American Indian stories represented in its recently updated American Indian exhibit—"People of the Patuxent"—which focuses on tool makers and how artifacts were used in everyday life.

HISTORIC ST. MARY'S CITY

The TPE experience at Historic St. Mary's City (HSMC) would complement HSMC's existing American Indian programming, including the Woodland Indian Hamlet, the annual Indian Discovery Day, the Native American Life outreach program for 3rd through 5th graders, customized Native American Life tour for 6th through 12th graders, and guided adult tours of the Woodland Indian Hamlet. HSMC is generally interested in expanding how Piscataway stories are told in these and future American Indian experiences to include the Piscataway perspective. HSMC has indicated that it has the space to add outdoor exhibits and is willing to work with the Piscataway to do so. HSMC would also be interested in adding more living history at the Woodland Indian Hamlet, subject to availability of funding.

The new HSMC visitor center, now under development, will have a temporary exhibit space which could house a Piscataway exhibit for six months to a year. HSMC has expressed willingness to work with the Piscataway to develop the temporary exhibit.

4.5 Telling Piscataway Stories at TPE Places

Essential to the success of the TPE program will be a comprehensive interpretive plan (CIP) that provides a framework for telling Piscataway stories and that guides interpretive and educational programming. Section 2 above provides an interpretive framework and foundational elements that are the starting point for moving forward with preparing the CIP. Through the CIP planning process, the TPE interpretive themes, subthemes, and most important, the storylines and interpretive messaging would be developed that form the basis of the TPE interpretive experience.

The landowners/managers of the TPE places would be involved in the CIP planning process as an initial step in accomplishing unified TPE storytelling at TPE places that would support public understanding of Piscataway history and culture from the Native perspective. The interpretive framework described in the final CIP would be communicated to the landowner/managers through presentations, written materials, and periodic interpretive planning workshops.

TELLING TPE STORIES AT EXISTING MUSEUMS

Six museums in the TPE Phase I portfolio already provide American Indian interpretive experiences, including three TPE anchor museums and three TPE satellite museums:

- Jefferson Patterson Park and Museum
- Accokeek Foundation at Piscataway Park
- St. Clement's Island Park and Museum
- Mount Calvert Archaeological and Historical Park
- Calvert Marine Museum
- Historic St. Mary's City

All have expressed interest in working with the Piscataway to enrich their programs and exhibits, enthusiastic about telling Piscataway stories from the Native perspective. As soon as possible after completion of the TPE Master Plan, follow-up meetings should occur to identify specific next steps to be taken with each museum to prepare for integrating TPE stories with existing and planned exhibits and programs.

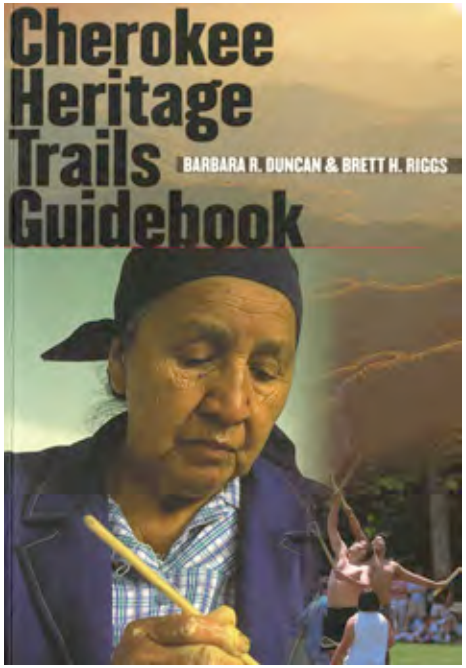
TELLING TPE STORIES AT OTHER TPE PLACES

At the TPE places where there is little or no existing American Indian interpretation, effort should focus on working with partners to bring the Piscataway stories to those places through a variety of new interpretive experiences.

The TPE Master Plan includes conceptual visitor experience plans (VEPs) for 11 TPE Phase 1 places, including (see section 4.7):

- Moyaone Sacred Site at Piscataway Park
- Chapman State Park
- Chapel Point State Park
- St. Ignatius Church at Chapel Point
- Zekiah Fort
- Merkle Wildlife Sanctuary
- Patuxent River Park
- Mt. Calvert Archaeological and Historical Park
- Jug Bay Wetlands Sanctuary

Patuxent River Park—visitors hear stories about American Indian history and culture at the 7th Annual American Indian Festival in 2016



Cherokee Heritage Trails Guidebook—offers visitors an overview of the Cherokee Heritage Trails and is a model guidebook for an American Indian travel experience

- Biscoe Gray Heritage Farm Park
- Newtowne Neck State Park

The conceptual VEPs outline the types of stories that could be told at each place, building on opportunities offered by existing facilities and visitor services. The storylines are preliminary and illustrative only at this point. As soon as possible, efforts should move forward with developing final visitor experience plans for the eleven sites (see section 4.7). The TPE Comprehensive Interpretive Plan would identify the stories best told at each TPE place. When completing the visitor experience plan for each place (see section 4.7), the design team will determine where and how to tell each story.

4.6 Through Piscataway Eyes Wayfinding

TPE MAP AND GUIDE

In the future, a guide to the TPE travel experience will provide information for visitors interested in learning about the Piscataway in Southern Maryland. The guide should be available as a printed document, as well as a downloadable document for printing, or for reading on a computer or hand held device.

The guide should include an overview of the Piscataway People—their history and culture—providing a timeline with accompanying narrative commencing with pre-history and continuing to present day Piscataway. A map would orient readers/visitors to the complete TPE experience in Maryland, illustrating the five focus areas, the TPE places within each area, and the general travel corridors connecting them. Visitors could read about each focus area in separate chapters, learning about the experiences offered at each TPE place. For each TPE place, a detailed map and guide would present the experiences offered, provide directions for getting to and around each place, and share the stories each offers.

TPE PLACE GUIDES

Each TPE place should have its own guide that provides a map of facilities, describes the experiences offered, and provides an overview of the stories. Maps and content would be consistent with the overall TPE Map and Guide. The primary visitor orientation location at each TPE place would have these guides available for visitors free of charge.

While the place guides should have consistent mapping style and graphic standards, the scope of the guides would likely vary from place to place, depending on the complexities of the stories to be told and the resources and visitor facilities present at each place. Design of the place guides should be attractive to visitors and easily understood, and should facilitate economical revisions and reprinting, as needed.

FOCUS AREA TRAVEL ITINERARIES

Travel itineraries for heritage travel experiences, such as Through Piscataway Eyes, almost always include recommended travel routes between heritage destinations, accompanied by information helpful for trip planning, such as travel distances and availability of visitor services. Typically, travel itineraries also include some general information for destinations along the travel route—what destinations offer in terms of what there is to learn and what there is to do. Itineraries are usually available on heritage travel websites, as well as in print form—such as a small map or a folded brochure.

For Through Piscataway Eyes, there are five recommended travel itineraries, each illustrating the travel routes and distances for touring the five TPE focus areas. The itineraries also note availability of visitor service—food, gas, restrooms, and lodging—along the travel routes.

At this point, the travel itineraries—as shown on the following pages—include only the TPE places recommended for phase 1 implementation. To the extent possible, the routes include roads that would take visitors from one place to another through less congested areas that are more likely to have scenic qualities characteristic of rural areas and landscapes evocative of Southern Maryland at an earlier time.

Opportunities for specific TPE experiences and the stories to be told at destinations can be added to the travel routes in the future in order to fully develop the itineraries before launching them on the future TPE website and printing them in a set of TPE travel itinerary brochures. The Piscataway would be positioned to do this once the TPE storylines are developed and further collaboration with the managers of the TPE places occurs regarding the specifics of what would happen at each TPE place.

Focus Area Day Tour	Total One-Way Route	Anchor	Satellite Places
Upper Potomac River	22.5 miles	Accokeek Foundation at Piscataway Park	Moyaone Sacred Site Chapman State Park Bullitt Neck
Port Tobacco River	18.5 miles	Chapel Point State Park	St. Ignatius Church
Zekiah Fort	31.5 miles	Merkle Wildlife Sanctuary	Patuxent River Park Mt. Calvert Archaeological and Historical Park Jug Bay Wetlands Sanctuary
Lower Patuxent River	36 miles	Jefferson Patterson Park and Museum	Biscoe Gray Heritage Farm Park Calvert Marine Museum
Lower Potomac River	53.3 miles	St. Clement's Island Park and Museum	Newtowne Neck State Park Historic St. Mary's City

Travel routes should avoid major roads, such as MD 5

Travel routes should follow rural roads, such as Chapel Point Road

FIGURE 4.1 THROUGH PISCATAWAY EYES

UPPER POTOMAC TOUR

(total one-way route of 22.5 miles)

TPE Places

Anchor

1. Accokeek Foundation at Piscataway Park

Satellites

2. Moyaone Sacred Site at Piscataway Park
3. Chapman State Park
4. Bullitt Neck
- Other TPE Satellites

Travel Routes

Indian Head Highway (MD 425) to 1 Accokeek Foundation at Piscataway Foundation Entrance

← west on Bryan Point Rd to Accokeek Foundation Entrance	3.6 mi

1 Accokeek Foundation at Piscataway Park to 2 Moyaone Sacred Site at Piscataway Park

← left on Bryan Point Rd to Piscataway Park entrance	0.5 mi
↑ continue straight on entrance road to trailhead parking	0.25 mi

2 Moyaone Sacred Site at Piscataway Park to 3 Chapman State Park

← left on Bryan Point Rd to Farmington Rd	2.4 mi
→ right on Farmington Rd	0.4 mi
← left on Livingstone Rd	0.6 mi
→ right on Indian Head Hwy (MD 425)	5.6 mi
→ right on Chapmans Landing Rd	1.6 mi
→ right into park entrance	0.5 mi

4 Chapman State Park to 3 Bullitt Neck

→ right on Chapmans Landing Rd	0.8 mi
→ right on Indian Head Hwy (MD 425)	1.1 mi
← left on Hawthorne Rd (MD 225)	1.6 mi
→ right on Chicamuxen Rd (MD 224)	3.5 mi
→ right on Bullitt Neck Rd	0.6 mi

- water trail
- water access
- food
- restrooms
- gas
- lodging
- camping
- interpretive sites along byways and trails
- information center
- visitor center
- protected lands that are open to the public
- protected lands that are closed to the public

0 .5 1 2 3 4 Miles

VIRGINIA

PRINCE GEORGE'S COUNTY

CHARLES COUNTY

Fort Washington

Piscataway Park

PISCATAWAY CREEK

Accokeek Foundation at Piscataway Park

Moyaone Sacred Site at Piscataway Park

Farmington Landing

Hard Bargain Farm

Marshall Hall

National Colonial Farm

BRYAN POINT RD

Piscataway

Accokeek

LIVINGSTON RD

Start

travel route to Upper Patuxent River Tour

GUNSTON COVE

POTOMAC RIVER

MARSHALL HALL RD

INDIAN HEAD HIGHWAY (MD 425)

Mason Neck NWR

Mason Neck State Park

POMONKEY CREEK

Bryans Road

Upper Potomac River Tour

Captain John Smith Chesapeake National Historic Trail

Star-Spangled Banner National Historic Trail

Chapman State Park

CHAPMANS LANDING RD

LIVINGSTON RD

St Charles

Indian Head

Potomac Heights

Glymont

Myrtle Grove WMA

Pomonkey

HAWTHORNE RD (MD 225)

Indian Head Rail Trail

US Naval Surface Warfare Center

Mattawoman NEA

Mattawoman Creek Watertrail

POMFRET RD

MARSHALL CORNER RD

Pomfret

CHICAMUXEN RD

MATTAWOMAN CREEK

End

4

Bullitt Neck

Marbury

MASON SPRINGS RD (MD 425)

Sweetman Rd

Bucknell Road

travel route to Port Tobacco River Tour

Smallwood State Park

Religious Freedom Scenic Byway

POOR HOUSE RD

Pisgah

Ripley

Mount Carmel Monastery

La Plata

Thomas Stone National Historic Site

FIGURE 4.2 THROUGH PISCATAWAY EYES

PORT TOBACCO TOUR

(total one-way route of 18.5 miles)

TPE Places
Anchor

1 Chapel Point State Park

Satellites

2 St. Ignatius Church

3 Zekiah Fort

Other TPE Satellites

Travel Routes

Crain Highway (US 301) to 1 Chapel Point State Park

← west on Chapel Point Rd to Chapel Point State Park	0.9 mi
← left into Chapel Point Park	1.1 mi

1 Chapel Point State Park to 2 St. Ignatius Church

→ right on Chapel Point Rd to St. Ignatius Church	
← left into St. Ignatius Church parking/ park at far left	400 ft

2 Chapel Point State Park to 3 Zekiah Fort

→ right on Chapel Point Rd to Port Tobacco Rd	6.1 mi
→ right on Port Tobacco Rd to MD 6	3.6 mi
↑ continue straight (east) on La Plata Rd	5.9 mi
← left (north) on MD 5 to first median	0.3 mi
cross over (make U-turn)	
↓ continue south on MD 5 to Windy Knolls Pl	500 ft
→ right on Windy Knolls Pl to Zekiah Fort entrance road	0.2 mi
↑ continue straight to Zekiah Fort Trailhead	0.2 m

water trail
water access
food
restrooms
gas
lodging
camping

interpretive sites along byways and trails
information center
protected lands that are open to the public
protected lands that are closed to the public

0 .5 1 2 3 4 Miles

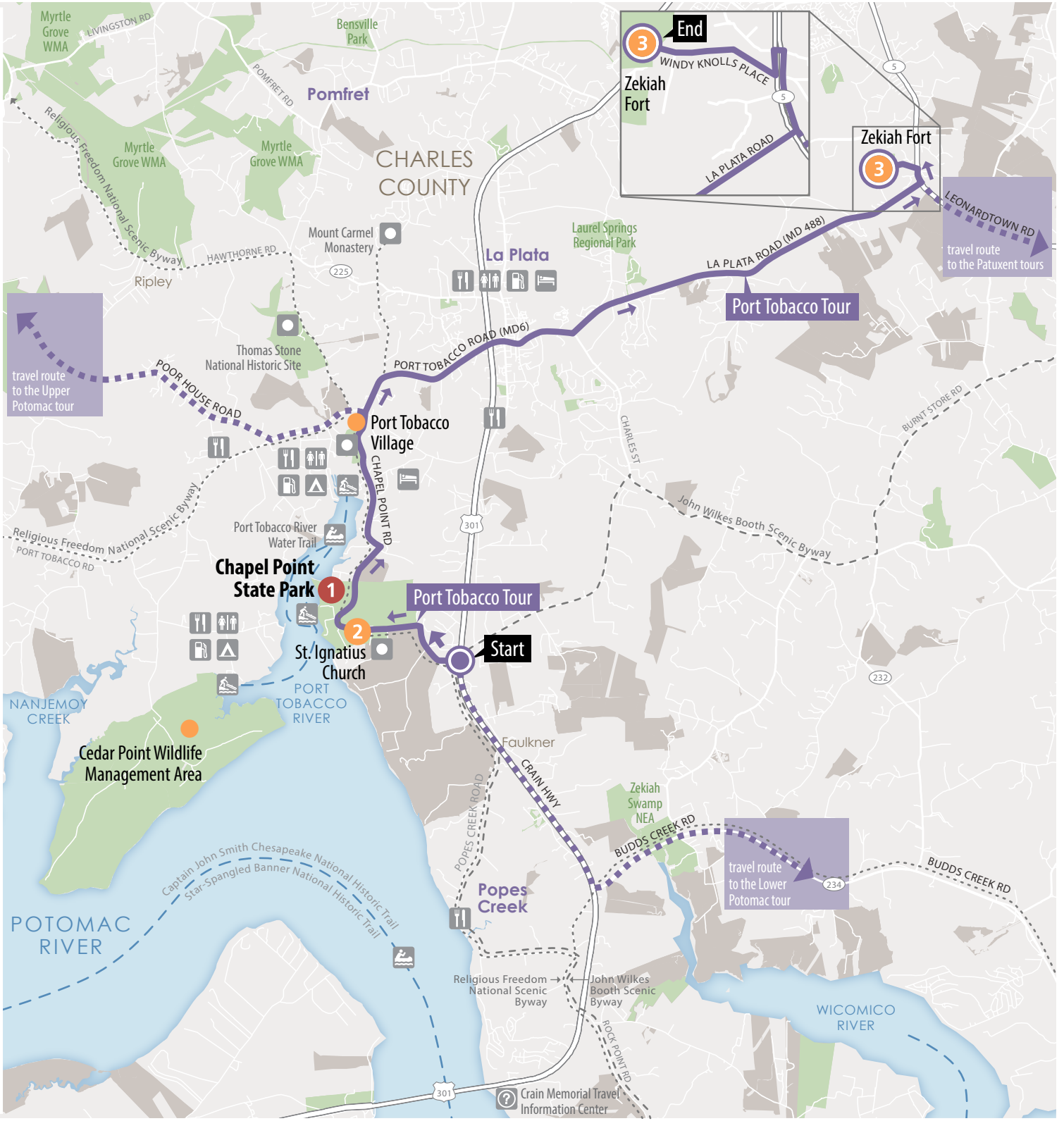


FIGURE 4.3 THROUGH PISCATAWAY EYES

UPPER PATUXENT TOUR

(total one-way route of 31.5 miles)

TPE Places

Anchor

1. Merkle Wildlife Sanctuary

Satellites

2. Patuxent River Park
3. Mount Calvert Historical and Archaeological Park
4. Jug Bay Wetlands Sanctuary

Travel Routes

Crain Highway (US 301) to 1 Merkle Wildlife Sanctuary

→ east on Croom Rd (MD 382) to Nottingham Rd	8.2 mi
← left on Fenno Rd	0.9 mi
→ right on Merkle Wildlife Rd	0.3 mi
Merkle Wildlife Rd to visitor center	0.6 mi

1 Merkle Wildlife Sanctuary to 2 Patuxent River Park (via auto tour)

leave visitor center and follow directional signs along auto route to the American Indian Village in Patuxent River Park	4.0 mi
↑ north on park road from the American Indian Village right on Croom Airport Rd	1.8 mi
→ right on Patuxent River Park Entrance Rd to visitor center	1.6 mi

Alternate 1 Merkle Wildlife Sanctuary to 2 Patuxent River Park (when auto tour closed)

→ right on Fenno Rd	0.7 mi
← left on St. Thomas Church Rd	2.2 mi
→ right on Croom Rd (MD 382)	1.0 mi
→ right on Croom Airport Rd	1.3 mi
→ right on Croom Station Rd	0.7 mi
← left on Patuxent River Park Entrance to visitor center	1.6 mi

2 Patuxent River Park to 3 Mount Calvert Historical and Archaeological Park

← west on Croom Airport Rd from the Patuxent River Park Entrance Rd	0.7 mi
↑ continue straight on Duvall Rd	1.0 mi
→ right on Mount Calvert Rd to park entrance visitor center	1.2 mi

3 Mount Calvert Historical and Archaeological Park to 4 Jug Bay Wetlands Sanctuary

← west from park entrance on Mount Calvert Rd	2.4 mi
→ right on Croom Rd	1.0 mi
→ right on Croom Station Rd	1.6 mi
→ right on Crain Highway	1.6 mi
→ right on Pennsylvania Ave (MD 4)	2.9 mi
→ right on Plummer Rd	0.5 mi
→ right on Wrighton Rd	0.6 mi
← left on Jug Bay Wetlands Sanctuary entrance road to center	0.5 mi

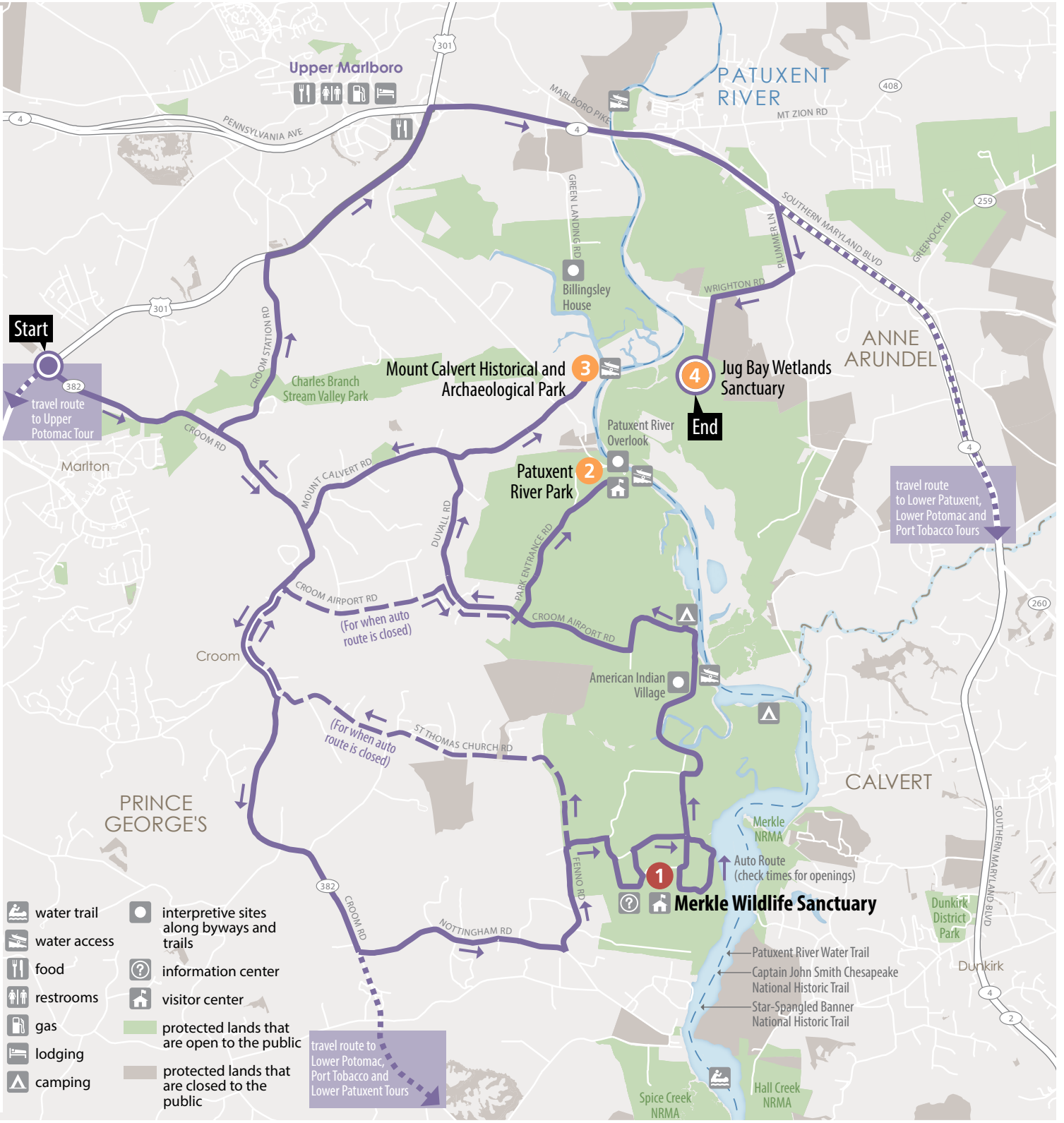


FIGURE 4.4 THROUGH PISCATAWAY EYES

LOWER PATUXENT TOUR

(total one-way route of 36 miles)

TPE Places

Anchor

1 Jefferson Patterson Park and Museum

Satellites

2 Biscoe Gray Heritage Farm

3 Calvert Marine Museum

Other TPE Satellites

Travel Routes

Solomons Island Rd (MD 4) to 1 Jefferson Patterson Park and Museum

↓ south on Broomes Island Rd (MD 264)	2.2 mi
← left on Mackall Rd (MD 265)	5.7 mi
→ right on Jefferson Patterson Entrance Rd to visitor center	0.5 mi

1 Jefferson Patterson Park and Museum to 2 Biscoe Gray Heritage Farm

← left on Mackall Rd (MD 265)	5.7 mi
→ right on Broomes Island Rd (MD 264)	0.5 mi
← left on Grays Rd to park entrance	2.5 mi

2 Biscoe Gray Heritage Farm to 3 Calvert Marine Museum

→ right on Gray's Rd	2.5 mi
← left on Broomes Island Rd (MD 264)	1.7 mi
→ right on Solomons Island Rd (MD 2/4)	14.5 mi
→ MD 2/4 exit to Solomons	0.2 mi
← left at stop	98 ft
↑ continue straight to muesum entrance	

water trail
water access
food
restrooms
gas
lodging
camping
interpretive sites along byways and trails
information center
visitor center
protected lands that are open to the public
protected lands that are closed to the public

0 1 2 4 Miles

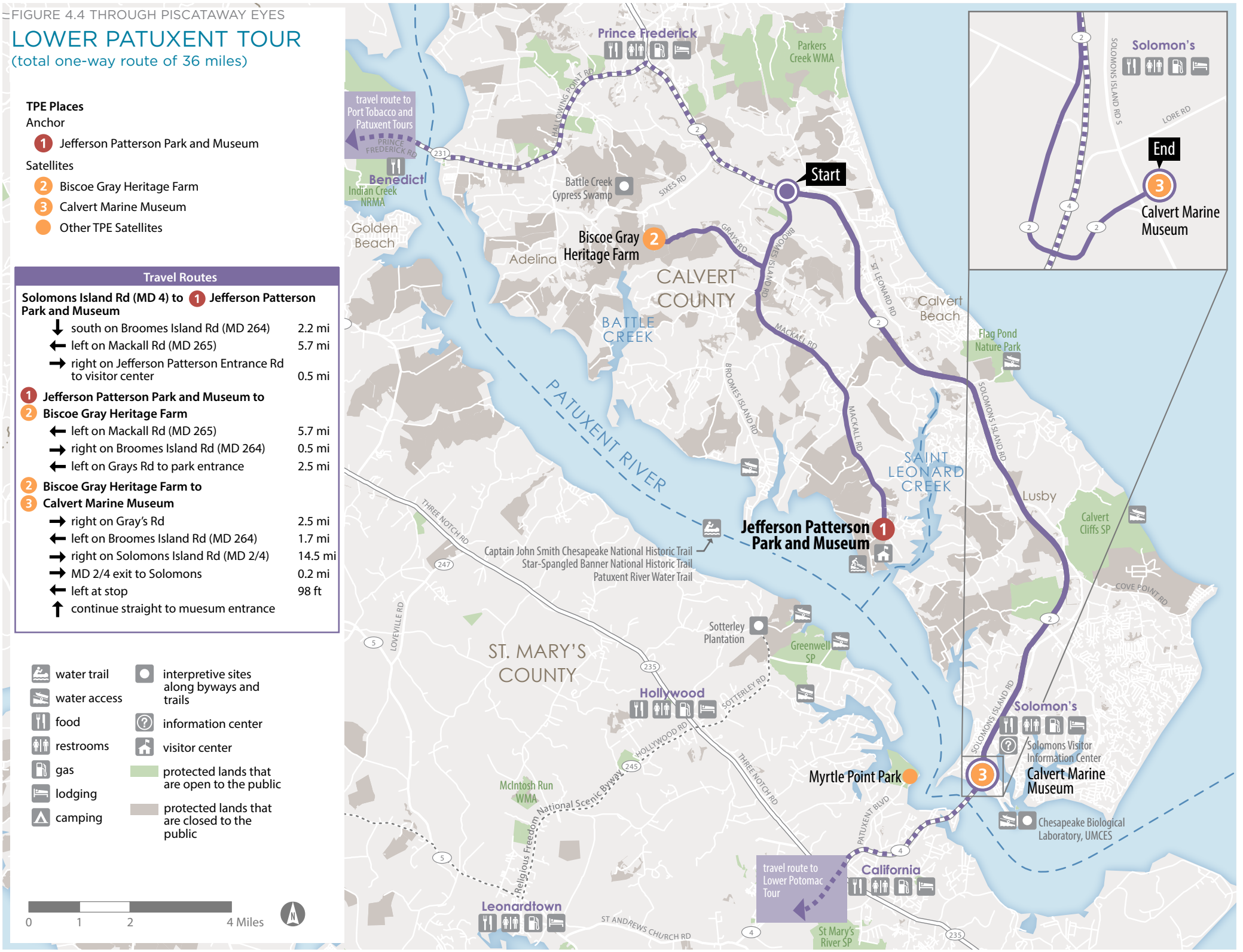


FIGURE 4.5 THROUGH PISCATAWAY EYES

LOWER POTOMAC TOUR

(total one-way route of 53.3 miles)

TPE Places

Anchor

1. St. Clement's Island Park and Museum

Satellites

2. Newtowne Neck State Park
3. Historic St. Mary's City
- Other TPE Satellites

Travel Routes

Bud's Creek Rd (MD 234) to 1 St. Clement's Island Park and Museum

↓ south on Maddox Rd (MD 238) (at Chaptico)	7.2 mi
→ right on Colton Neck Rd (MD 242) to museum	5.5 mi

1 St. Clement's Island Park and Museum to 2 Newtowne Neck State Park

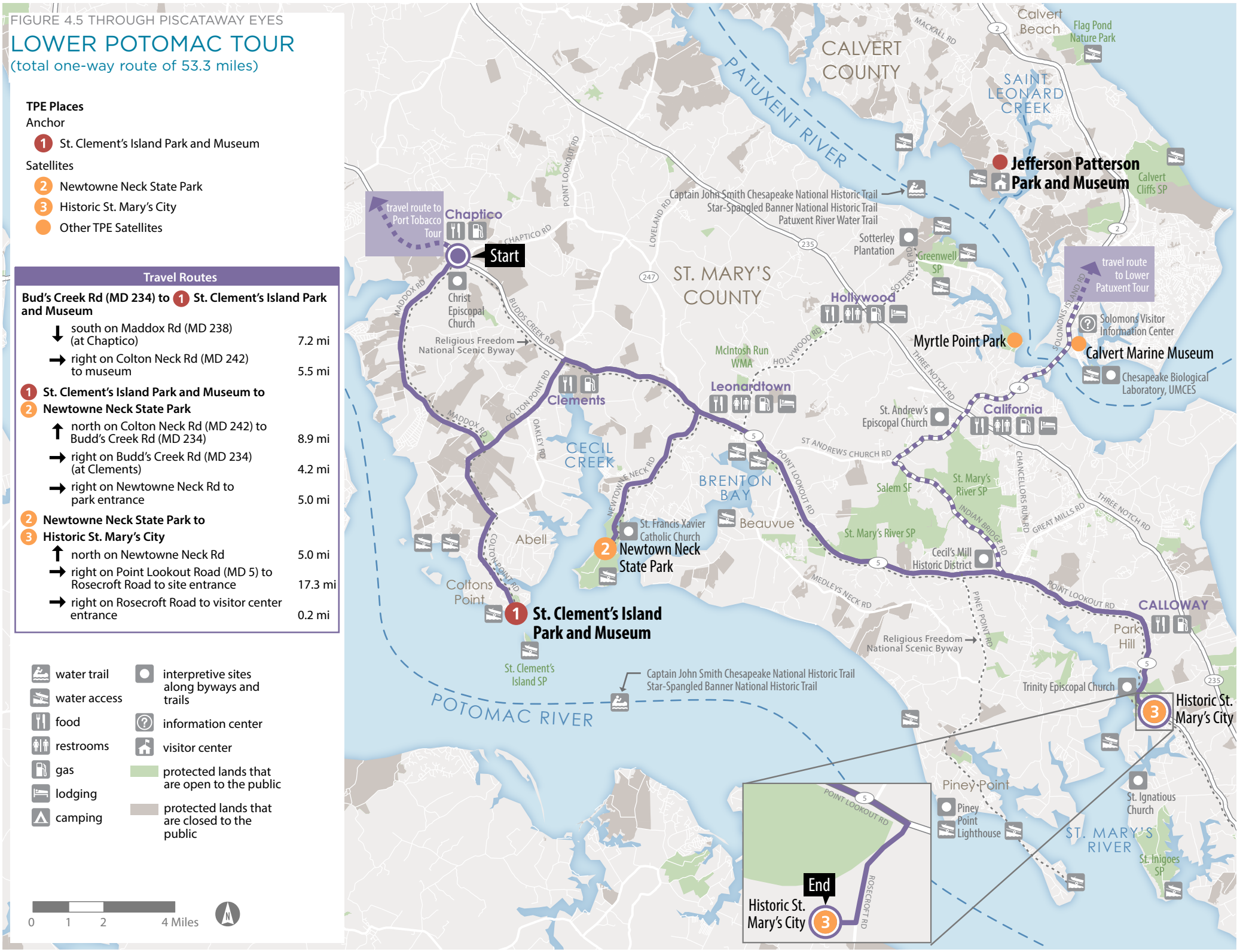
↑ north on Colton Neck Rd (MD 242) to Budd's Creek Rd (MD 234)	8.9 mi
→ right on Budd's Creek Rd (MD 234) (at Clements)	4.2 mi
→ right on Newtowne Neck Rd to park entrance	5.0 mi

2 Newtowne Neck State Park to 3 Historic St. Mary's City

↑ north on Newtowne Neck Rd	5.0 mi
→ right on Point Lookout Road (MD 5) to Rosecroft Road to site entrance	17.3 mi
→ right on Rosecroft Road to visitor center entrance	0.2 mi

- water trail
- water access
- food
- restrooms
- gas
- lodging
- camping
- interpretive sites along byways and trails
- information center
- visitor center
- protected lands that are open to the public
- protected lands that are closed to the public

0 1 2 4 Miles



4.7 TPE Phase 1 Places—Conceptual Visitor Experience Plans

Phase 1 development of the TPE experience will focus on creating thematically linked experiences at twelve places in Southern Maryland. To guide how the experiences are created, the Piscataway and the place managers will collaboratively develop a TPE visitor experience plan for each place. Each plan will describe the TPE experience from beginning to end. It will identify the TPE stories to be told at each place and what TPE interpretive media and personal interpretation will be offered. It will also include a strategy for implementing the plan, laying out a timeframe, staffing needs, costs, and funding requirements, and responsibilities.

As part of the TPE master planning process, the TPE Steering Committee and the place managers collaborated to develop a set of conceptual visitor experience plans for the twelve phase 1 TPE places. These conceptual visitor experience plans lay the foundation for the enriched destination experience at these places. They are the starting point for further collaborative efforts to create the TPE experience. They document the collaboration accomplished during the TPE master planning process and are the touchstone for beginning the more detailed visitor experience plans described above. Work on the final plans can begin once the TPE storylines are developed.

The conceptual visitor experience plans completed during the TPE master planning process are composed of two pages, as illustrated below: a concept map with numbered sites and text providing narrative for each numbered site.

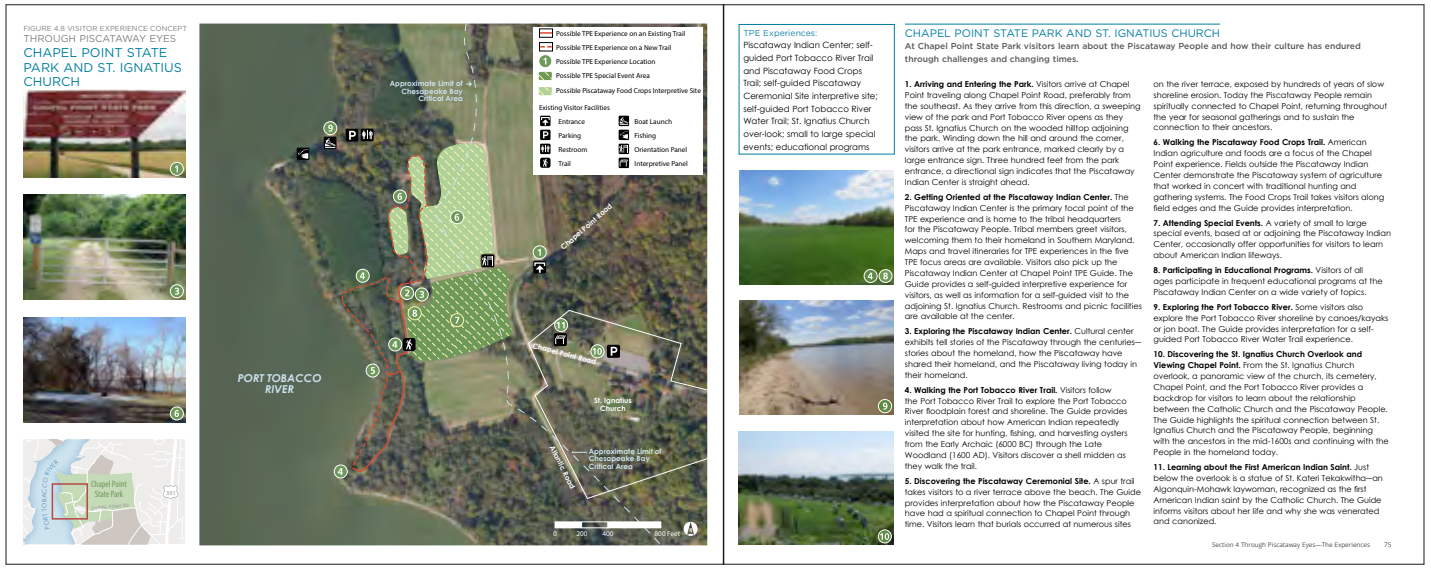


FIGURE 4.8 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES
CHAPEL POINT STATE PARK AND ST. IGNATIUS CHURCH

Possible TPE Experience on an Existing Trail
Possible TPE Experience on a New Trail
Possible TPE Experience Location
Possible TPE Special Event Area
Possible Piscataway Food Crops Interpretive Site
Existing Visitor Facilities
Entrance
Parking
Restroom
Trail
Boat Launch
Fishing
Orientation Panel
Interpretive Panel
Approximate Limit of Chesapeake Bay Critical Area
Chapel Point Road
PORT TOBACCO RIVER
St. Ignatius Church
Atlantic Road
0 200 400 800 Feet

TPE Experiences:
Piscataway Indian Center; self-guided Port Tobacco River Trail and Piscataway Food Crops Trail; self-guided Piscataway Ceremonial Site interpretive site; self-guided Port Tobacco River Water Trail; St. Ignatius Church over-look; small to large special events; educational programs

CHAPEL POINT STATE PARK AND ST. IGNATIUS CHURCH

At Chapel Point State Park visitors learn about the Piscataway People and how their culture has endured through challenges and changing times.

1. Arriving and Entering the Park. Visitors arrive at Chapel Point traveling along Chapel Point Road, preferably from the southeast. As they arrive from this direction, a sweeping view of the park and Port Tobacco River opens as they pass St. Ignatius Church on the wooded hilltop adjoining the park. Winding down the hill and around the corner, visitors arrive at the park entrance, marked clearly by a large entrance sign. Three hundred feet from the park entrance, a directional sign indicates that the Piscataway Indian Center is straight ahead.

2. Getting Oriented at the Piscataway Indian Center. The Piscataway Indian Center is the primary focal point of the TPE experience and is home to the tribal headquarters for the Piscataway People. Tribal members greet visitors, welcoming them to their homeland in Southern Maryland. Maps and travel itineraries for TPE experiences in the five TPE focus areas are available. Visitors also pick up the Piscataway Indian Center at Chapel Point TPE Guide. The Guide provides a self-guided interpretive experience for visitors, as well as information for a self-guided visit to the adjoining St. Ignatius Church. Restrooms and picnic facilities are available at the center.

3. Exploring the Piscataway Indian Center. Cultural center exhibits tell stories of the Piscataway through the centuries—stories about the homeland, how the Piscataway have shared their homeland, and the Piscataway living today in their homeland.

4. Walking the Port Tobacco River Trail. Visitors follow the Port Tobacco River Trail to explore the Port Tobacco River floodplain forest and shoreline. The Guide provides interpretation about how American Indian repeatedly visited the site for hunting, fishing, and harvesting oysters from the Early Archaic (6000 BC) through the Late Woodland (1600 AD). Visitors discover a shell midden as they walk the trail.

5. Discovering the Piscataway Ceremonial Site. A spur trail takes visitors to a river terrace above the beach. The Guide provides interpretation about how the Piscataway People have had a spiritual connection to Chapel Point through time. Visitors learn that burials occurred at numerous sites on the river terrace, exposed by hundreds of years of slow shoreline erosion. Today the Piscataway People remain spiritually connected to Chapel Point, returning throughout the year for seasonal gatherings and to sustain the connection to their ancestors.

6. Walking the Piscataway Food Crops Trail. American Indian agriculture and foods are a focus of the Chapel Point experience. Fields outside the Piscataway Indian Center demonstrate the Piscataway system of agriculture that worked in concert with traditional hunting and gathering systems. The Food Crops Trail takes visitors along field edges and the Guide provides interpretation.

7. Attending Special Events. A variety of small to large special events, based at or adjoining the Piscataway Indian Center, occasionally offer opportunities for visitors to learn about American Indian lifeways.

8. Participating in Educational Programs. Visitors of all ages participate in frequent educational programs at the Piscataway Indian Center on a wide variety of topics.

9. Exploring the Port Tobacco River. Some visitors also explore the Port Tobacco River shoreline by canoes/kayaks or jon boat. The Guide provides interpretation for a self-guided Port Tobacco River Water Trail experience.

10. Discovering the St. Ignatius Church Overlook and Viewing Chapel Point. From the St. Ignatius Church overlook, a panoramic view of the church, its cemetery, Chapel Point, and the Port Tobacco River provides a backdrop for visitors to learn about the relationship between the Catholic Church and the Piscataway People. The Guide highlights the spiritual connection between St. Ignatius Church and the Piscataway People, beginning with the ancestors in the mid-1600s and continuing with the People in the homeland today.

11. Learning about the First American Indian Saint. Just below the overlook is a statue of St. Kateri Tekakwitha—an Algonquin-Mohawk laywoman, recognized as the first American Indian saint by the Catholic Church. The Guide informs visitors about her life and why she was venerated and canonized.

Section 4 Through Piscataway Eyes—The Experiences 75

Visitor Experience Plans for TPE Places

Each TPE Place will have a visitor experience plan that describes the context for the TPE experience and how it will be created and sustained:

- understanding of the TPE place/partner
  - its mission
  - its significance and purpose
  - its programs and other offerings
- TPE storylines
- TPE audiences
- TPE interpretive media
  - printed materials
  - wayside panels
  - multi-media
  - web-based interpretation
- TPE personal interpretation
  - educational activities
  - living history
  - guided tours
  - special events
- TPE orientation
  - website links
  - signage
- TPE implementation plan
  - timeframes
  - staffing
  - costs (one-time and operating)
  - funding
  - responsibilities for implementation

collaborating with partners during the TPE master planning process

at Jug Bay Wetlands Sanctuary

at Moyaone Sacred Site

at Biscoe Gray Heritage Farm

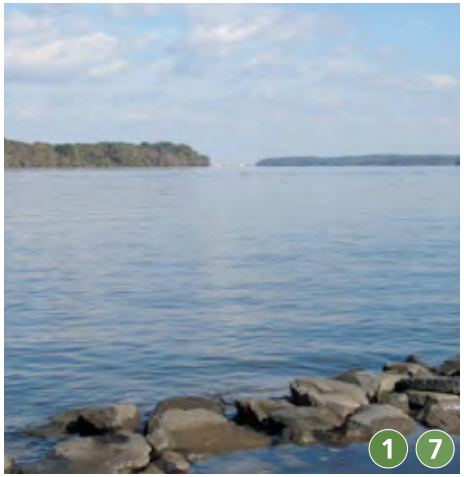
Table 4.1: TPE Phase 1 Places—Place Owners and Place Managers

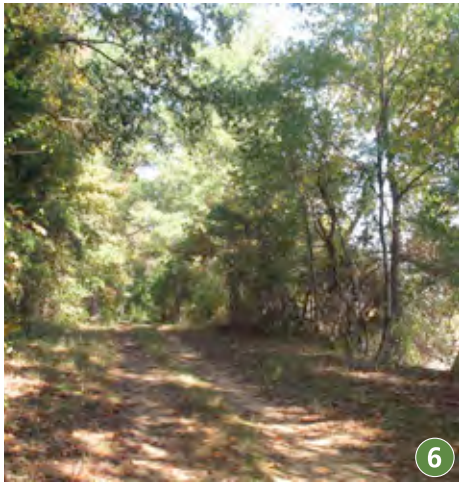
Focus Area	TPE Phase 1 Places	TPE Partners	
		Place Owner	Place Manager(s)
Upper Potomac River	Moyaone Sacred Site	National Park Service	National Park Service, Alice Ferguson Foundation
	Chapman State Park	State of Maryland	MD DNR, Friends of Chapman State Park
	Bullitt Neck*	Federal Government	Department of the Navy
Port Tobacco River	Chapel Point State Park	State of Maryland	MD DNR
	St. Ignatius Church	Roman Catholic Archdiocese of Washington	Roman Catholic Archdiocese of Washington
	Zekiah Fort	Charles County	Charles County Parks and Recreation
Upper Patuxent River	Merkle Wildlife Sanctuary	State of Maryland	MD DNR
	Patuxent River Park	Prince George's County	Prince George's County Department of Parks and Recreation
	Mount Calvert Historical and Archaeological Park	Prince George's County	Prince George's County Department of Parks and Recreation
	Jug Bay Wetlands Sanctuary	Anne Arundel County	Anne Arundel County Department of Recreation and Parks
Lower Patuxent River	Biscoe Gray Heritage Farm Park	Calvert County	Calvert County Natural Resources Division
Lower Potomac River	Newtowne Neck State Park	State of Maryland	MD DNR

**The TPE Steering Committee included Bullitt Neck as a TPE Phase I Place later in the master planning process. The TPE management entity will complete a site inventory and a conceptual visitor experience plan in the future in collaboration with the Department of the Navy (see section 5.2 below, actions under 2.2.3).*

FIGURE 4.6 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

MOYAONE SACRED SITE AT PISCATAWAY PARK





MOYAONE SACRED SITE AT PISCATAWAY PARK

At Moyaone Sacred Site visitors learn about the spiritual homeland of the Piscataway People through time.

TPE Experiences:
self-guided Moyaone Sacred Site, Turkey Tayak Grave, and Susquehannock Fort interpretive sites; self-guided Mockley Point Trail; small guided tours; educational programs

1. Arriving and Entering. Visitors arrive at Moyaone Sacred Site traveling east along Bryan Point Road from Indian Head Highway, or west from the Accokeek Foundation at Piscataway Park. A sign marks the entrance to Piscataway Park for those traveling west. Turning into the park, visitors continue about 0.3 mile, through an open area, to a trailhead where parking is available.

2. Getting Oriented. At the Marsh Boardwalk Trailhead an information kiosk orients visitors to Piscataway Park, the Marsh Boardwalk, Moyaone Sacred Site, and Mockley Point. Visitors pick up the Moyaone Sacred Site TPE Guide which provides a map of trails and a summary of the site's TPE attractions and stories, as well as the Piscataway Creek Water Trail (#8).

3. Following the Marsh Boardwalk. The Marsh Boardwalk leads visitors to Moyaone Sacred Site. The Guide informs visitors about how the Piscataway People have lived along the shoreline of the Potomac River for thousands of years.

4. Discovering Moyaone Sacred Site. At the end of the boardwalk, the tree-lined fields of Moyaone Sacred site come into view. Visitors learn that American Indians occupied the area from the Late Archaic (c. 3000 BC) to historic time and that it is the site of the largest and last-occupied Piscataway village before arrival of Europeans, dating to between 1400 AD to the late 1500s AD. Modern Piscataway People feel deep spiritual ties to the place and consider it their "homeland". On the site is one of the largest concentrations of ossuaries in the Middle Atlantic, including the burial site for approximately 1,450 American Indians, buried there from the Late Woodland to Contact.

5. Discovering the Turkey Tayak Grave. Visitors set out on the Mockley Point Trail. Shortly they arrive at the grave of Philip Sheridan "Turkey Tayac" Proctor, "chief of the Piscataway", buried on November 11, 1979. From the Guide, visitors learn about the early and mid-twentieth century American Indian cultural revitalization movement in which Turkey Tayac was a prominent figure.

6. Following the Mockley Point Trail. Visitors follow the Mockley Point Trail to Mockley Point, about 0.6 mile round trip from the Marsh Boardwalk. They continue to view the fields composing the Moyaone Sacred Site, learning that in 1608 John Smith visited the Piscataway town of "Moyaons" somewhere nearby on Piscataway Creek. They also learn about Moyaone, the last capital of the Piscataway People located nearby on Piscataway Creek, abandoned in 1680 when the government assisted the Piscataway People with relocating to Zekiah Manor to protect them from the Susquehannock.

7. Exploring Mockley Point and Learning about the Susquehannock Fort. From the tip of Mockley Point, visitors take in a sweeping view up the Potomac River and Piscataway Creek. The Guide notes that on the banks of Piscataway Creek is the site of Susquehannock Fort. There, in 1675 during the tumultuous times after the arrival of Europeans, colonial forces from Maryland and Virginia, aided by the Piscataway and other Maryland tribes, laid siege to a band of about 500 Susquehannock.

8. Exploring Piscataway Creek. Some visitors arrive at Moyaone Sacred Site via the Piscataway Creek Water Trail, launching from Farmington Landing on Wharf Road. Paddlers go ashore to explore Moyaone Sacred Site at one or more of three Mockley Point landings. Some paddlers are on small guided tours which the Piscataway People host.

9. Exploring the Site on a Guided Group Tour. The Piscataway People offer occasional guided walking tours of Moyaone Sacred Site for individuals and organized groups. Tours originate at the Marsh Boardwalk Trailhead.

10. Participating in an Educational Program. Visitors of all ages participate in occasional TPE- sponsored educational programs hosted by the Piscataway People and originating at the Marsh Boardwalk Trailhead.

FIGURE 4.7 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

CHAPMAN STATE PARK

CHAPMAN STATE PARK

At Chapman State Park visitors learn about pre-historic American Indian life on the upper Potomac River, focused on understanding the importance of natural resources and the river to the Piscataway People.

TPE Experiences:
visitor center exhibit; self-guided Potomac World View Interpretive Site; self-guided Potomac River Trail and Marsh Trail; small special events; small educational programs

1. Arriving and Entering. Visitors arrive at Chapman traveling from Indian Head Highway and Chapman Landing Road. Preferably, visitors come from the north, following Chapman Landing Road, passing through a forested corridor evocative of an earlier time. The park sign clearly marks the entrance from Chapman Landing Road. Visitors park at the entrance gate (if the park is closed to vehicles at the time of arrival) or they proceed on the park road to designated grass parking areas at the park's trailhead or adjoining the Mt. Aventine Manor House (when open).

2. Getting Oriented. At the park entrance an information kiosk orients visitors to the park. Visitors pick up the park brochure with a map of hiking trails and information about the park's attractions and stories.

3. Learning about the Piscataway at the Visitor Center. Exhibits feature Mt. Aventine, Chapman State Park, and the park's natural resources. A new exhibit tells the story of the continuum of use of the park landscape by American Indians for over 8,000 years. The Chapman State Park TPE Guide is available, summarizing the TPE experiences at the park.

4. The Potomac Interpretive Site. A dramatic view of the Potomac River from the rear of Aventine Manor is a window into the world of the Piscataway homeland on the Potomac River.

5. Discovering the Potomac River Trail. From the park's primary trailhead, visitors depart to explore the Potomac's floodplain forest and wetlands, home to the Piscataway People for thousands of years. At the trailhead, the Chapman State Park TPE Guide is available, summarizing TPE experiences at the park. A port-a-John is available.

6. Following the Potomac River Trail. The Potomac River Trail descends to the river's edge, following the historic road trace (1.2 miles round trip) which in the nineteenth century took travelers to the Chapman's Ferry river crossing. The Guide provides interpretation about the importance of the Potomac River as a natural resource and a transportation resource since pre-historic times.

7. Discovering the Potomac River. The Potomac River Trail ends at the river's edge with a dramatic view up and down the Potomac River. This river stretch is still largely unspoiled by modern intrusions. The Guide focuses on the spiritual significance of the Potomac River to the Piscataway People.

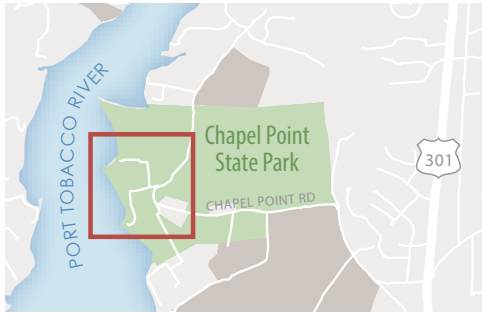
8. Following the Marsh Trail. The Marsh Trail takes visitors on a 1.4-mile round trip walk through the floodplain forest. The Guide provides interpretation about Piscataway lifeways in Potomac river settlements, noting the pre-historic American Indian settlements that occurred in the area, most prominently during the Late Archaic Period (3000—1000BC) and later during the Late Woodland Period (900—1600AD).

9. Discovering the Marsh. Arriving at the marsh, the Guide provides interpretation about the importance of wetlands to the lives of American Indians.

10. Participating in Educational Programs and Special Events. At the Manor House and at other park sites, visitors of all ages participate in occasional small educational programs and special events. These focus on pre-historic American Indian life along the Potomac River and draw from archaeological research that has identified over 80 archaeological sites on the park property.

FIGURE 4.8 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

CHAPEL POINT STATE PARK AND ST. IGNATIUS CHURCH



TPE Experiences:
Piscataway Indian Center; self-guided Port Tobacco River Trail and Piscataway Food Crops Trail; self-guided Piscataway Ceremonial Site interpretive site; self-guided Port Tobacco River Water Trail; St. Ignatius Church over-look; small to large special events; educational programs

CHAPEL POINT STATE PARK AND ST. IGNATIUS CHURCH

At Chapel Point State Park visitors learn about the Piscataway People and how their culture has endured through challenges and changing times.

1. Arriving and Entering the Park. Visitors arrive at Chapel Point traveling along Chapel Point Road, preferably from the southeast. As they arrive from this direction, a sweeping view of the park and Port Tobacco River opens as they pass St. Ignatius Church on the wooded hilltop adjoining the park. Winding down the hill and around the corner, visitors arrive at the park entrance, marked clearly by a large entrance sign. Three hundred feet from the park entrance, a directional sign indicates that the Piscataway Indian Center is straight ahead.

2. Getting Oriented at the Piscataway Indian Center. The Piscataway Indian Center is the primary focal point of the TPE experience and is home to the tribal headquarters for the Piscataway People. Tribal members greet visitors, welcoming them to their homeland in Southern Maryland. Maps and travel itineraries for TPE experiences in the five TPE focus areas are available. Visitors also pick up the Piscataway Indian Center at Chapel Point TPE Guide. The Guide provides a self-guided interpretive experience for visitors, as well as information for a self-guided visit to the adjoining St. Ignatius Church. Restrooms and picnic facilities are available at the center.

3. Exploring the Piscataway Indian Center. Cultural center exhibits tell stories of the Piscataway through the centuries—stories about the homeland, how the Piscataway have shared their homeland, and the Piscataway living today in their homeland.

4. Walking the Port Tobacco River Trail. Visitors follow the Port Tobacco River Trail to explore the Port Tobacco River floodplain forest and shoreline. The Guide provides interpretation about how American Indian repeatedly visited the site for hunting, fishing, and harvesting oysters from the Early Archaic (6000 BC) through the Late Woodland (1600 AD). Visitors discover a shell midden as they walk the trail.

5. Discovering the Piscataway Ceremonial Site. A spur trail takes visitors to a river terrace above the beach. The Guide provides interpretation about how the Piscataway People have had a spiritual connection to Chapel Point through time. Visitors learn that burials occurred at numerous sites on the river terrace, exposed by hundreds of years of slow shoreline erosion. Today the Piscataway People remain spiritually connected to Chapel Point, returning throughout the year for seasonal gatherings and to sustain the connection to their ancestors.

6. Walking the Piscataway Food Crops Trail. American Indian agriculture and foods are a focus of the Chapel Point experience. Fields outside the Piscataway Indian Center demonstrate the Piscataway system of agriculture that worked in concert with traditional hunting and gathering systems. The Food Crops Trail takes visitors along field edges and the Guide provides interpretation.

7. Attending Special Events. A variety of small to large special events, based at or adjoining the Piscataway Indian Center, occasionally offer opportunities for visitors to learn about American Indian lifeways.

8. Participating in Educational Programs. Visitors of all ages participate in frequent educational programs at the Piscataway Indian Center on a wide variety of topics.

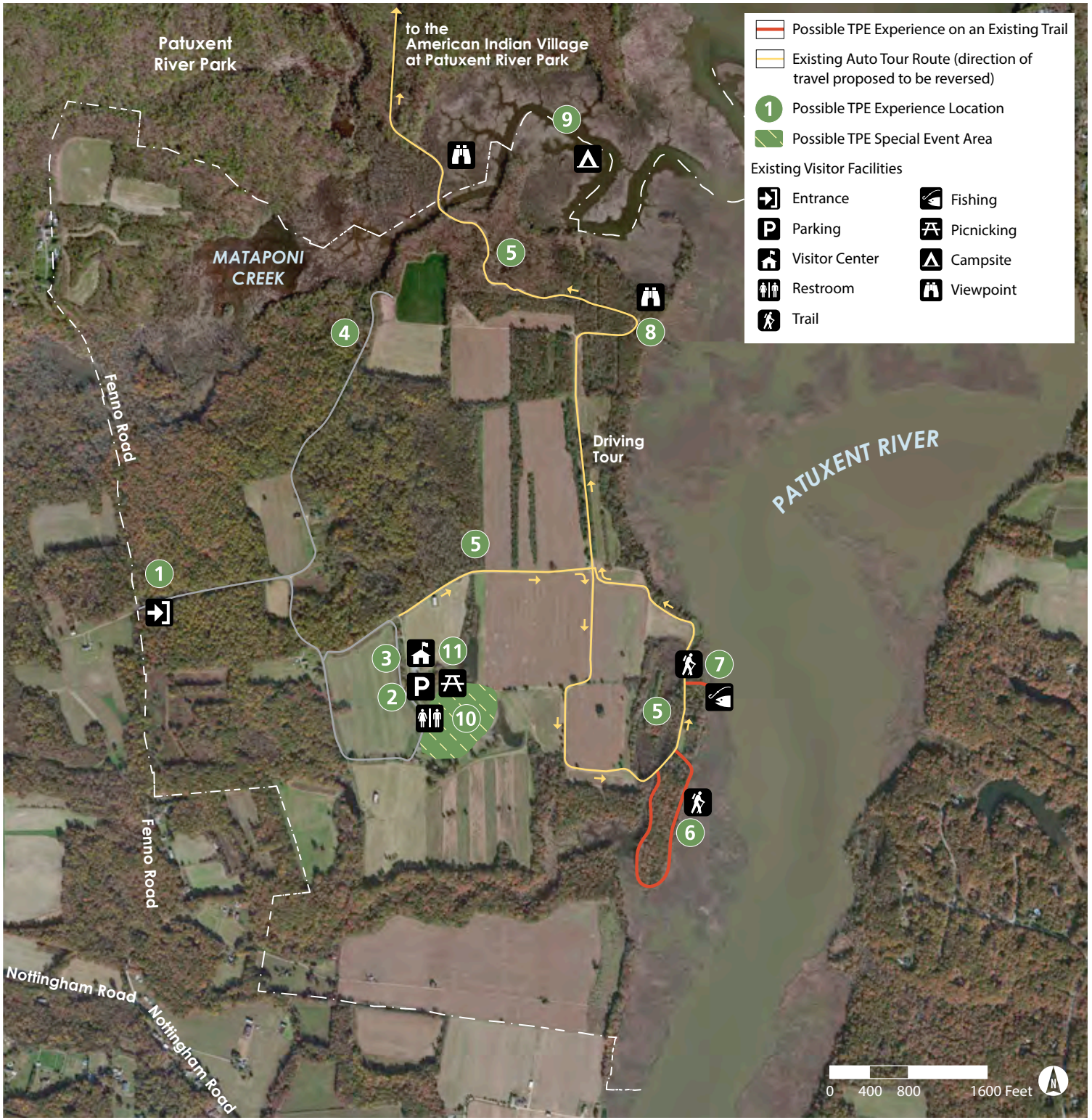
9. Exploring the Port Tobacco River. Some visitors also explore the Port Tobacco River shoreline by canoes/kayaks or jon boat. The Guide provides interpretation for a self-guided Port Tobacco River Water Trail experience.

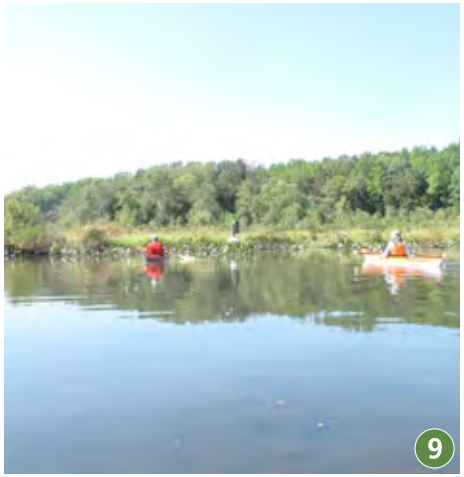
10. Discovering the St. Ignatius Church Overlook and Viewing Chapel Point. From the St. Ignatius Church overlook, a panoramic view of the church, its cemetery, Chapel Point, and the Port Tobacco River provides a backdrop for visitors to learn about the relationship between the Catholic Church and the Piscataway People. The Guide highlights the spiritual connection between St. Ignatius Church and the Piscataway People, beginning with the ancestors in the mid-1600s and continuing with the People in the homeland today.

11. Learning about the First American Indian Saint. Just below the overlook is a statue of St. Kateri Tekakwitha—an Algonquin-Mohawk laywoman, recognized as the first American Indian saint by the Catholic Church. The Guide informs visitors about her life and why she was venerated and canonized.

FIGURE 4.9 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

MERKLE WILDLIFE SANCTUARY





MERKLE WILDLIFE SANCTUARY

At Merkle Wildlife Center visitors learn about the Piscataway People and how their culture has endured through challenges and changing times.

TPE Experiences:
visitor center exhibits; Town of Mattapanient self-guided interpretive site; self-guided auto route tour; educational programs; special events

1. Arriving and Entering. Visitors arrive at Merkle travelling north or south on Fenno Road. Sanctuary signs at the entrance clearly mark the entrance road from either direction. Visitors turn onto the entrance road and continue 0.8 mile, through mature forest and along farm fields, to the visitor center where parking is available.

2. Getting Oriented. The visitor center is the anchor site for TPE places in the Upper Patuxent River corridor. Piscataway tribal members orient visitors to the TPE experience at Merkle, at other TPE places in the Upper Patuxent River Focus Area, and at TPE places in the four additional TPE focus areas in Southern Maryland. Maps and travel itineraries for the TPE experience are available. Visitors also receive the Merkle TPE Guide which provides a self-guided interpretive experience for visitors to the sanctuary. When the visitor center is closed, an information kiosk orients visitors, providing TPE maps, guides, and travel itineraries. Restrooms and picnic facilities are available.

3. Learning about the Piscataway People at the Visitor Center. Visitor center exhibits tell stories of the Piscataway through the centuries—stories about the Piscataway homeland, how the Piscataway People have shared their homeland, and how the Piscataway People live today in their homeland. Archaeological research along the Mataponi Creek at Merkle provides artifacts and documentation for exhibits focused on American Indian life on Mataponi Creek before and after the colonists arrived.

4. Learning about the Town of Mattapanient. Visitors who can hike, leave the visitor center and travel on foot to the Mattapanient interpretive site. The mature forest along the Mataponi Creek is evocative of when John Smith likely visited the town of Mattapanient in 1608, a site that archaeologists believe American Indians continuously occupied from 3500 BC until sometime between 1658 and 1664. The Merkle TPE Guide tells the story of the place.

5. Following the Driving Tour. Visitors resume their visit to Merkle following the driving tour. The Merkle TPE Guide provides an interpretive guide for American Indian stories as they drive from Merkle to Patuxent River Park, along the way leaving their vehicles for a variety of interpretive experiences. After passing over Mataponi Creek, visitors following the auto route leave Merkle and enter Patuxent River Park.

6. Walking the Lookout Creek Trail. Stopping at the Lookout Creek Trail Trailhead, visitors walk the ½ mile loop Lookout Creek Trail.

7. Discovering the Patuxent River. Stopping at the Boardwalk, visitors take a 1000' stroll on a boardwalk to the marshy edge of the Patuxent River.

8. Discovering the Patuxent River Again. Stopping at the Observation Tower, visitors climb the tower to gain a view across the marsh.

9. Exploring Mataponi Creek. Some visitors arrive at Merkle by kayak or canoe on guided or self-guided trips from the Patuxent River Water Trail. They paddle up the Mataponi Creek close to the Mattapanient Fort site. A primitive campsite on Mataponi Creek offers an opportunity to stay overnight.

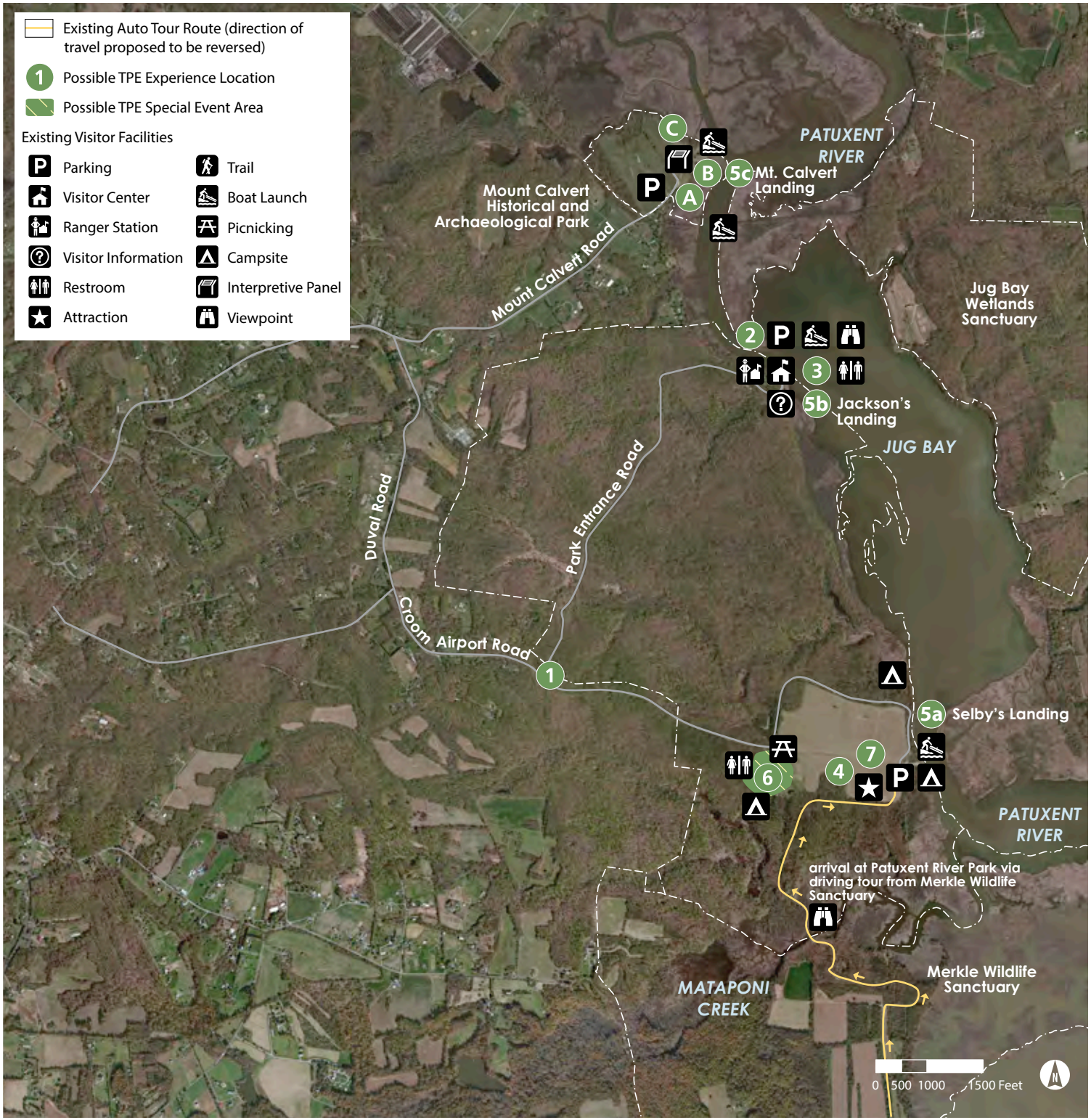
10. Attending a Special Event. A variety of small and large special events, based at the visitor center, offer opportunities for visitors to learn more about the Piscataway People and their culture.

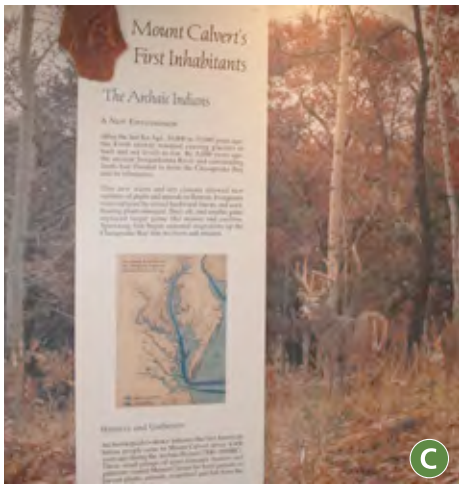
11. Participating in an Educational Program. At the visitor center and at other Merkle sites, visitors of all ages participate in educational programs about the Piscataway People and their culture.

FIGURE 4.10 VISITOR EXPERIENCE CONCEPT

THROUGH PISCATAWAY EYES

PATUXENT RIVER PARK/ MOUNT CALVERT HISTORICAL AND ARCHAEOLOGICAL PARK





PATUXENT RIVER PARK AND MOUNT CALVERT HISTORICAL AND ARCHAEOLOGICAL PARK

At Patuxent River Park and Mount Calvert visitors learn about American Indian life on the Patuxent River dating from as early as 7500 BC to AD 1600 and about how that life changed in the 1600s when European settlers arrived.

1. Arriving and Entering. Visitors arrive at Patuxent River Park via Croom Airport Road. The primary park entrance sign clearly marks arrival at Patuxent River Park on the left. Visitors turn onto the park entrance road and continue about one mile through mature forest to the Patuxent River Park Visitors Center on the Patuxent River, where parking is available.

2. Getting Oriented and Viewing the River Corridor. At the visitor center, visitors pick up the park brochure with a map of hiking trails and general information about the park's attractions and stories. The Patuxent River Park TPE Guide is also available, summarizing TPE experiences and providing interpretation to support self-guided TPE experiences at the park. Exhibits focus on the park's natural history, although information is available orienting visitors to the park's two American Indian attractions: the American Indian Village and Mount Calvert Historical and Archaeological Park. Restrooms are available.

3. Discovering the Patuxent River Corridor. Outside the visitor center, visitors learn about the Patuxent River corridor. They ascend the observation tower to find views of a river landscape highly evocative of the world in which American Indians lived before Europeans arrived. Wild rice, again growing abundantly in the river, helps tell the story of American Indian foods.

4. Visiting the American Indian Village. The American Indian Village is the next stop for most TPE visitors to Patuxent River Park. After returning to their cars in the visitor center area, they have the option of going directly to the American Indian Village in Patuxent River Park (as described below) or going to Merkle and following the auto route to arrive at the American Indian Village.

Visitors explore the replicated Eastern Woodland Indian Village, including a longhouse, cooking circle, net weaving mat making stations, and more. Living history programs are offered periodically. Small special events offer opportunities to learn about life in an American Indian Woodland Village.

5a,b,c. Exploring the Patuxent River. Many visitors explore the river by boat departing from either Jackson's Landing (near the visitor center) or Selby's Landing (near the Indian village). Most are self-guided, traveling by canoe or kayak. Some visitors explore the river with guides, paddling or riding aboard a pontoon boat with guides based at Jackson's Landing.

6. Attending a Special Event. Large-scale special events offer visitors opportunities to learn about the Piscataway People and their culture, such as the American Indian Festival held annually since 2009.

7. Participating in an Educational Program. At the American Indian Village visitors of all ages participate in educational programs about the Piscataway People and their culture.

A. Mount Calvert – Arriving and Entering. Visitors arrive at Mount Calvert, typically after a visit to Patuxent River Park and Merkle Wildlife Sanctuary. They travel east on Mount Calvert Road to its endpoint at the entrance to the park, where they then follow the entrance road along the farm fields to the parking area overlooking the Patuxent River. Alternatively, some visitors arrive at Mount Calvert from the water via canoes and kayaks—alone or as part of a guided tour typically originating at Jackson's Landing.

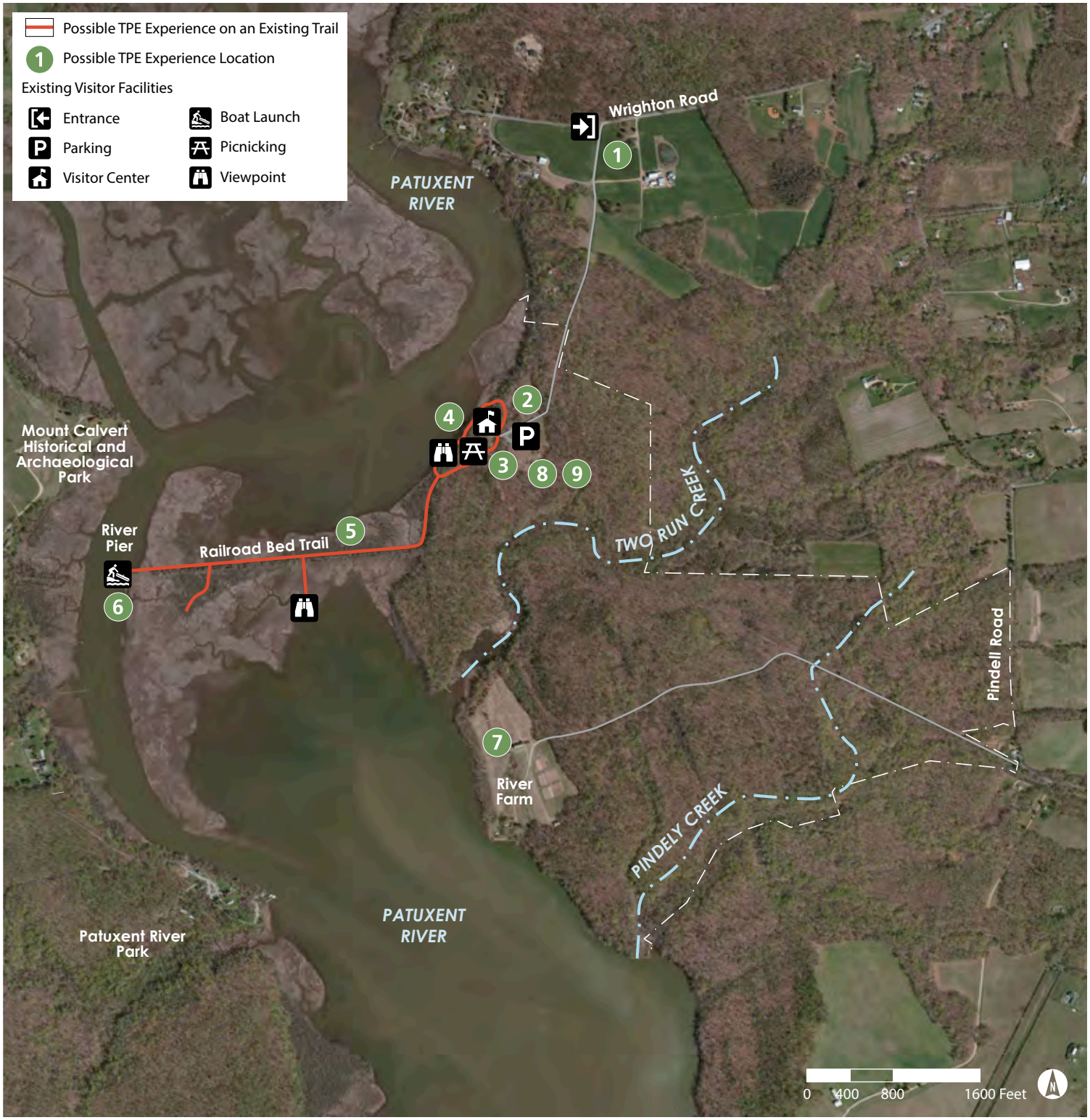
B. Mount Calvert – Exploring the Waysides. Outside the museum building, visitors enjoy a walking tour with interpretive wayside panels that tell the story of Mount Calvert, focusing on the archaeological and historical resources from the three cultures that lived there: American Indian, European American, and African American.

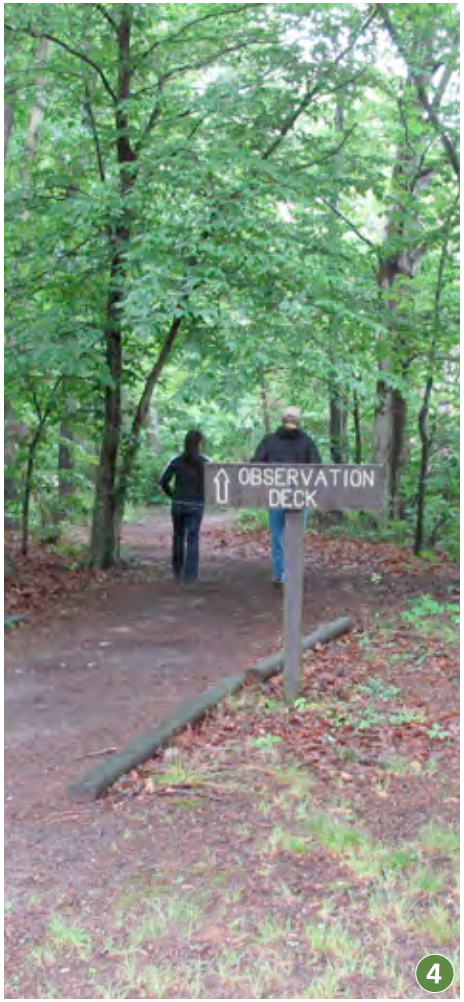
C. Mount Calvert – Visiting the Museum. Inside the restored late 1700s plantation house, exhibits tell the stories of the lifeways at Mount Calvert. Visitors learn about American Indians who were the area's first inhabitants. Exhibits present archaeological findings from the site from the Archaic Period (7500—1000 BC) through the Woodland Period (1000BC—AD 1600), and later European contact period. Restrooms are available.

D. Mount Calvert – Participating in an Educational Program. At Mount Calvert visitors of all ages can observe archaeology digs and participate in public and student archaeological programs to discover the past.

FIGURE 4.11 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

JUG BAY WETLANDS SANCTUARY





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JUG BAY WETLANDS SANCTUARY

At Jug Bay Wetlands Sanctuary visitors learn about pre-historic American Indian life on the Patuxent River, focused on understanding the natural resources that sustained American Indian lifeways.

TPE Experiences:

American Indian wetlands center exhibit; Marsh Boardwalk and Railroad Bed self-guided interpretive trails; guided tours of an American Indian prehistoric site; guided paddling tours; small special events; small educational programs

1. Arriving and Entering. Visitors arrive at the sanctuary traveling west on Wrighton Road. The sanctuary sign clearly marks the entrance and is easily seen from Wrighton Road. Visitors turn left onto the entrance road and continue approximately 0.6 mile, along a farm field and through mature forest, to the parking area at the sanctuary's wetlands center on the Patuxent River.

2. Getting Oriented. At the wetlands center visitors are oriented to the sanctuary. They pick up the Jug Bay Wetlands Sanctuary TPE Guide which summarizes the TPE experiences available for a part-day or full-day visit to the sanctuary, as well as opportunities for returning to attend special events and educational programs related to the sanctuary's American Indian history.

3. Learning about Prehistoric American Indian Culture in Southern Maryland at the Visitor Center. Exhibits generally support the sanctuary's education mission to provide science-based discovery-centered, and hands-on environmental education experiences.

A new exhibit tells stories of the American Indians who lived along the upper Patuxent dating back to 8,000 BC, thousands of years before the arrival of the colonists. The exhibit draws on recent discoveries at prehistoric archaeological sites within the sanctuary and at nearby Pig Point. Restrooms and picnic facilities are available.

4. Viewing the Patuxent River and Walking the Marsh Boardwalk. The Jug Bay Wetlands Sanctuary TPE Guide directs visitors to the Patuxent River overlook, a short walk from the wetlands center. An expansive vista of the Patuxent River reveals a landscape evocative of the American Indian world before the arrival of Captain John Smith in 1608. Leaving the overlook, visitors follow the trail to the marsh, where a boardwalk takes them along the edge of the marsh and loops back to the wetlands center, a distance of 0.4 mile. The Guide provides American Indian interpretation at the overlook and at points along the boardwalk.

5. Walking the Railroad Bed Trail. For visitors wanting to learn more about American Indian life in the Upper Patuxent, the Guide provides directions and interpretation for sites along the sanctuary's Railroad Bed Trail, a 0.7 mile walk out into the marsh along an abandoned rail bed. An observation blind, boardwalk and pier are among the stopping points where the Guide provides interpretation about American Indian use of the river.

6. Exploring the Patuxent River. Some visitors explore the Patuxent River on small guided paddling tours sponsored jointly by the sanctuary and the Piscataway People. Visitors learn about how American Indians traveled around the area by water and used the river's resources.

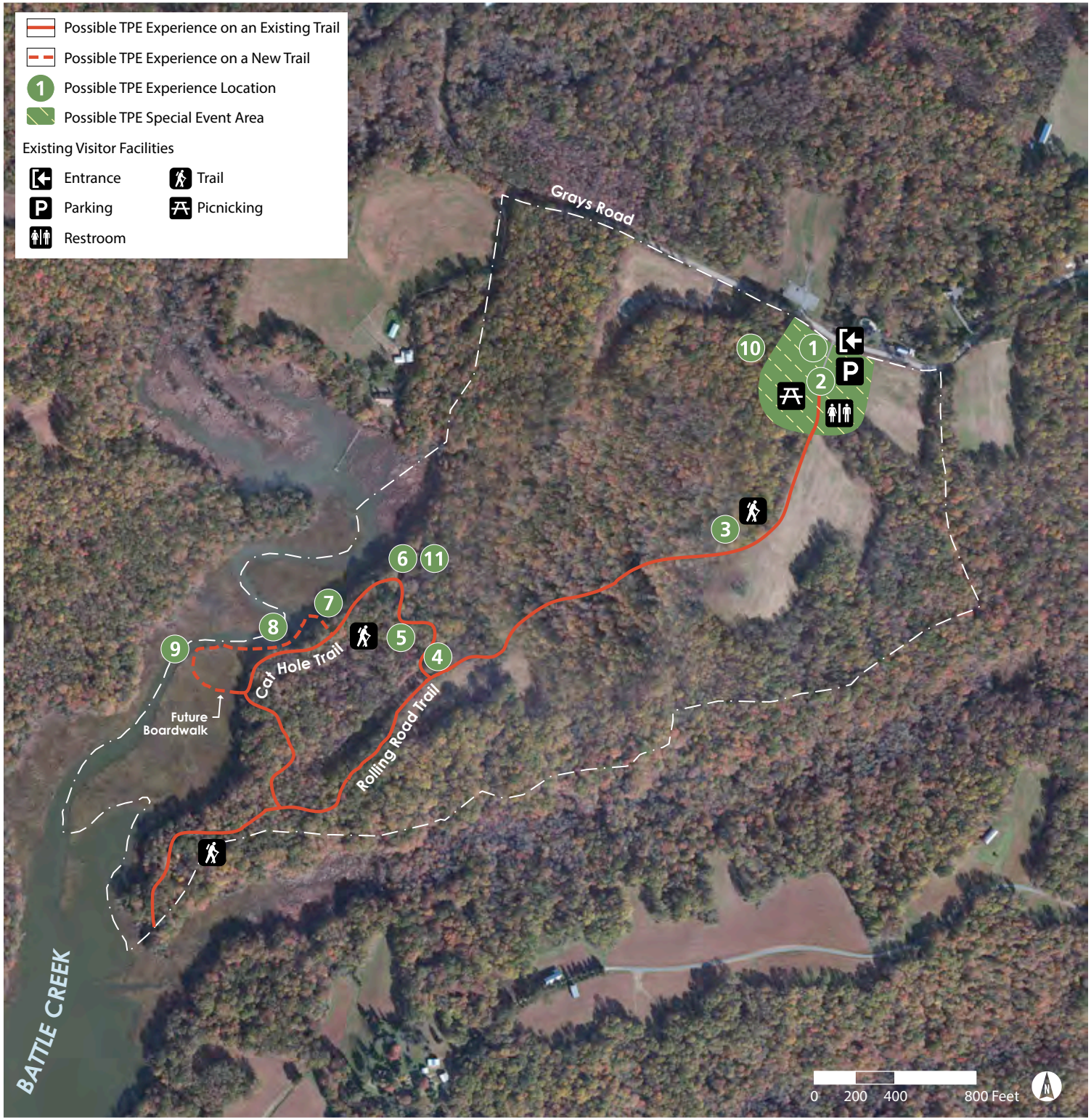
7. Exploring an American Indian Prehistoric Site. Archaeologists have discovered several prehistoric sites in Jug Bay Wetlands Sanctuary that show American Indians have been living here for at least 9,000 years. Some of these sites are available for special tours.

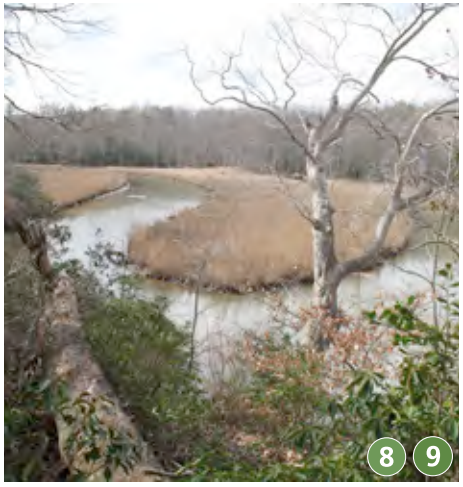
8. Attending a Special Event. Occasionally the sanctuary and the Piscataway People jointly sponsor small-scale special events based at the wetlands center or at sites within the sanctuary. These complement existing sanctuary events, offering opportunities for visitors to learn about American Indian lifeways.

9. Participating in Educational Programs. At the wetlands center and at other sanctuary sites, visitors of all ages participate in occasional special educational programs focused on pre-historic American Indian life along the upper Patuxent River. These programs draw from research findings at sites within and near the sanctuary.

FIGURE 4.12 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

BISCOE GRAY HERITAGE FARM





BISCOE GRAY HERITAGE FARM*

At Biscoe Gray Heritage Farm visitors learn about American Indian life along Battle Creek dating from 900 to 1600 AD—the first lifestyle in a continuum of lifestyles that the land along Battle Creek has supported through the centuries.

TPE Experiences:
Cat Hole Trail and Battle Creek self-guided interpretive trails, American Indian self-guided interpretive area, educational programs, small group walking and paddling tours, special events

1. Arriving and Entering. Visitors arrive at the farm traveling east or west along Grays Road. A Biscoe Gray Heritage Farm sign clearly marks the farm entrance and is easily seen from Grays Road. Visitors park near the entrance gate.

2. Getting Oriented. At the farm's entry area, an information kiosk orients visitors to the farm. Visitors pick up a copy of the farm brochure with a map of hiking trails and a summary of the farm's attractions and stories. The Biscoe Gray Heritage Farm TPE Guide is also available, summarizing TPE experiences and providing interpretation to support self-guided TPE experiences at the farm. Toilets and picnic facilities are available.

3. Following the Rolling Road Trail. Visitors set out to explore the farm on the Rolling Road Trail, a walking time-line along the edge of the forest, taking visitors from the mid-20th century back to pre-colonial times when American Indians lived along Battle Creek.

4. Discovering the Cat Hole Trail. A half mile from the trailhead visitors come to the beginning of the Cat Hole Trail. They turn right to enter the forest, leaving behind the farmland landscape that evolved after the European colonists arrived in the area.

5. Following the Cat Hole Trail. The Cat Hole Trail winds through well-developed forest— largely unimpeded by invasive species—that is evocative of the forest along Battle Creek and the Patuxent River before European settlement.

6. Exploring the American Indian Interpretive Area. Visitors arrive at a rise overlooking Battle Creek. Interpretive exhibits—drawing upon archaeological evidence from the site—tell the story of how American Indians lived along Battle Creek from 900 to 1600 AD.

7. Discovering the Shell Midden*. The Cat Hole Trail continues through the forest to the edge of the high creek bank. A set of steps descend to a boardwalk above the water. After descending the steps, visitors find an interpretive panel directing them to turn around. They then discover a sizable prehistoric shell midden composing the steep creek bank.

8. Walking the Boardwalk*. A boardwalk continues out over the marsh. Visitor follow the boardwalk for about 1000 feet, where they reconnect to the Cat Hole Trail.

9. Exploring Battle Creek*. Along the boardwalk, a platform provides a docking opportunity for paddlers exploring the Patuxent and its tributaries.

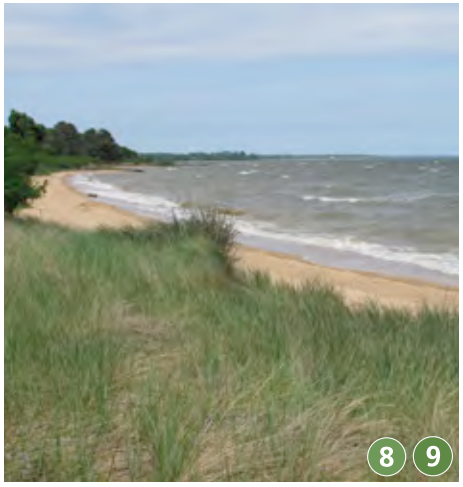
10. Attending a Special Event. Small-scale special events based at the Plumer-Cranford Barnyard offer opportunities for visitors to learn more about aspects of pre-historic Native American life in the Battle Creek area of the Piscataway homeland.

11. Participating in an Educational Program. At the American Indian Interpretive Area, visitors of all ages participate in educational programs focused on pre-historic American Indian life.

** The future TPE experiences described here reflect development of facilities as proposed in the farm's adopted master plan, such as the boardwalk mentioned at sites 7, 8, and 9. Inclusion within the TPE master plan does not obligate Calvert County to provide these resources. In lieu of walking the boardwalk, visitors would continue on the Cat Hole Trail to learn about the shell midden.*

FIGURE 4.13 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES

NEWTOWNE NECK STATE PARK



NEWTOWNE NECK STATE PARK*

At Newtowne Neck State Park visitors learn about pre-historic American Indian life along the lower Potomac River, focused upon how American Indians used Newtowne Neck as a site of continuous settlement from as early as 3700 BC up to Contact.

TPE Experiences:
nature/discovery center exhibit; self-guided Lacey Beach interpretive area; self-guided Long Point Trail; self-guided Breton Bay Water Trail; small to large special events; educational programs

1. Arriving and Entering. Visitors arrive at Newtowne Neck traveling south on Newtowne Neck Road. As St. Clement's Bay and Breton Bay come into view on the left and right, they enter the park and continue along farm fields and past St. Francis Xavier Church. Approximately 1.4 miles from the park boundary, the park sign welcomes visitors. Visitors turn left into the park headquarters complex at the Bretton area, where parking, picnic facilities, a kayak launch, and bathrooms are available.

2. Getting Oriented. At the main parking lot, an information kiosk orients visitors to the park. Visitors pick up the park brochure with a map of hiking trails and general information about the park's attractions and stories. The Newtowne Neck TPE Guide is also available, summarizing TPE experiences and providing interpretation to support self-guided TPE experiences at the park.

3. Learning about the Piscataway at the Discovery Center. Nature/Discovery Center exhibits focus on the park's natural and cultural history. One exhibit tells the story of American Indian life on Newtowne Neck from as early as 3700 BC through the early 17th century and notes the likelihood that Captain John Smith visited the site in 1607 and/or 1608. Visitors pick up the Newtowne Neck TPE Guide. Restrooms and picnic facilities are available.

4. Exploring the Lacey Beach Interpretive Area. Visitors take the park road to the Lacey Beach area. Restrooms and picnic facilities are available. Following the Guide, they walk to the beach, turn east and meander along the sandy shore of the Potomac River. The Guide provides interpretation about how Newtowne Neck's exposed and sometimes harsh setting influenced American Indian use of the land, making it suitable for procuring resources but not for more permanent settlement. The Guide also notes that near the Lacey Beach area is an apparent site of a relatively small settlement occupied by American Indians for millennia.

5. Walking the Long Point Trail. From either the Lacey Beach parking area (#4) or from the trailhead on the park road (#5), visitors set out on the trail to Long Point. Both routes hug the tree line, with long views of farm fields. The trail is about 2¼ to 2¾ miles round trip, depending upon the point of departure.

6. Discovering the Shell Midden. Midway along the trail to Long Point, visitors arrive at an area where archaeologists have found evidence of a large shell midden. The Guide provides interpretation for the midden.

7. Exploring Long Point. Arriving at Long Point, visitors discover a panoramic view of the Potomac River and St. Clements Bay. The Guide provides interpretation, noting that the land visible across St. Clements Bay is believed by archaeologists to be an American Indian sacred landscape.

8. Exploring the Breton Bay Shoreline. Some visitors also explore Breton Bay and the Newtowne Neck shoreline by canoes/kayaks, launching from the Bretton area kayak launch. The Guide provides American Indian interpretation for a self-guided Breton Bay Water Trail experience from the launch to Caywood Point and back, with a short side trip into Fresh Pond, a round trip of approximately five miles.

9. Attending a Special Event. The Piscataway People occasionally host small to large special events at the Special Events Barn and adjoining open areas. The events offer opportunities for visitors to learn about the Piscataway People and their culture.

10. Participating in an Educational Program. At the Nature/Discovery Center and at other outdoor park sites, visitors of all ages participate in occasional educational programs focused on pre-historic American Indian Life along the lower Potomac River. Programs draw from research findings at the many archaeological sites found on Newtowne Neck.

** The future TPE experiences described here reflect development of facilities as proposed in the Final Newtowne Neck State Park Master Plan (MD DNR 2016).*

4.8 Zekiah Fort

ZEKIAH FORT SITE ANALYSIS FINDINGS

The TPE master planning process gave particular attention to options for the future visitor experience at Zekiah Fort. Early in the planning process, the TPE planning team met with Dr. Julia King at the site to learn about the discovery, to discuss issues related to resource protection, and to explore how the fort site might host future visitors and provide a setting for telling Piscataway stories. On two occasions, the TPE Planning Team met with Charles County planners and park managers to discuss options for future use of the fort site, after which the planners returned to the site for two additional site visits.

The analysis revealed conditions at the Zekiah Fort site that constrain opportunities for future visitor use:

- Poor site access

  To reach Zekiah Fort today, visitors travel south on Leonardtown Road (MD 5), a busy four-lane divided arterial roadway, and turn right onto Windy Knolls Place, a paved one-lane rural road. Once on Windy Knolls Place, they continue approximately 0.15 mile through a low density residential area to the site entrance road on the left. The site entrance road is approximately 0.25 mile long and is an unpaved one-lane road. While Charles County owns the right-of-way, owners of at least two residences hold easements entitling them to use the road for access.

  From Leonardtown Road (MD 5), access to Windy Knolls Place requires turning movements that are constrained by poor sight distances, roadway congestion, and vehicle speeds.

  - Visitors traveling south on Leonardtown Road (MD 5) must make a right turn onto Windy Knolls Place, without advance warning and frequently from within a line of fast-moving vehicles. Site identifier signs are needed to provide adequate warning for motorists to move into the right lane in advance of the turn. Installation of a right turn only lane would enhance safety.
  - Visitors traveling north on Leonardtown Road (MD 5) make a U-turn across the median at a point north of Windy Knolls Place and then travel a short distance south before making the right turn. Installation of a left turn lane and median crossing directly across from Windy Knolls Place would enhance safety, but would not eliminate the hazard of moving across two lanes of high speed traffic. Such turning movements would not be desirable for buses.

  Access via Windy Knolls Place is constrained by the one-lane roadway and the unpaved condition of the site entrance road. It is unsuitable for much larger traffic volumes than currently exists. Additional traffic would likely adversely impact the rural neighborhood setting.

- Additional land protection needs

  A significant portion of the fortified fort site remains in private ownership on land adjoining the 100-acre tract acquired by Charles County in 2012. A single family residence, related outbuildings, and driveway occupy the adjoining property. As long as the property remains in private ownership, site use and interpretation as part of the TPE experience is constrained because the property line traverses the fortified fort site itself. If the property is not acquired, fencing would likely be needed along the property line.

Zekiah Fort—dangerous turn from Leonardtown Road (MD 5) onto Windy Knolls Place

Zekiah Fort—existing Windy Knoll Place access road

Zekiah Fort—turn from one-lane Windy Knolls Place onto unpaved site access road

Zekiah Fort—much of the Zekiah Fort site remains on private property and is not accessible to the public

TPE MASTER PLAN RECOMMENDATION

The TPE Master Plan recommends a two-phase approach to developing the TPE experience at Zekiah Fort. Conceptual visitor experience plans on the following pages illustrate each phase.

Zekiah Fort—Phase 1 Concept

Initially the visitor experience at Zekiah Fort would be largely self-guided. Small guided group tours and school groups would use the site on occasion. A new trailhead would accommodate approximately ten cars and space for parking and turning around a school bus. A port-a-John would be provided. Visitors would explore the site following a network of marked trails, using a printed guide for orientation and for learning about the events of the late 1600s that occurred at the site and their importance to understanding the state of Maryland's early history. Most of the trails would follow existing woods roads on the site, with minor improvements to remove downed trees and enhance drainage. A new trail would be needed for visitors to ascend to the fortified fort site on the knoll from the trailhead. Access to the site from MD 2 would remain as it is today.

Zekiah Fort—Phase 2 Concept

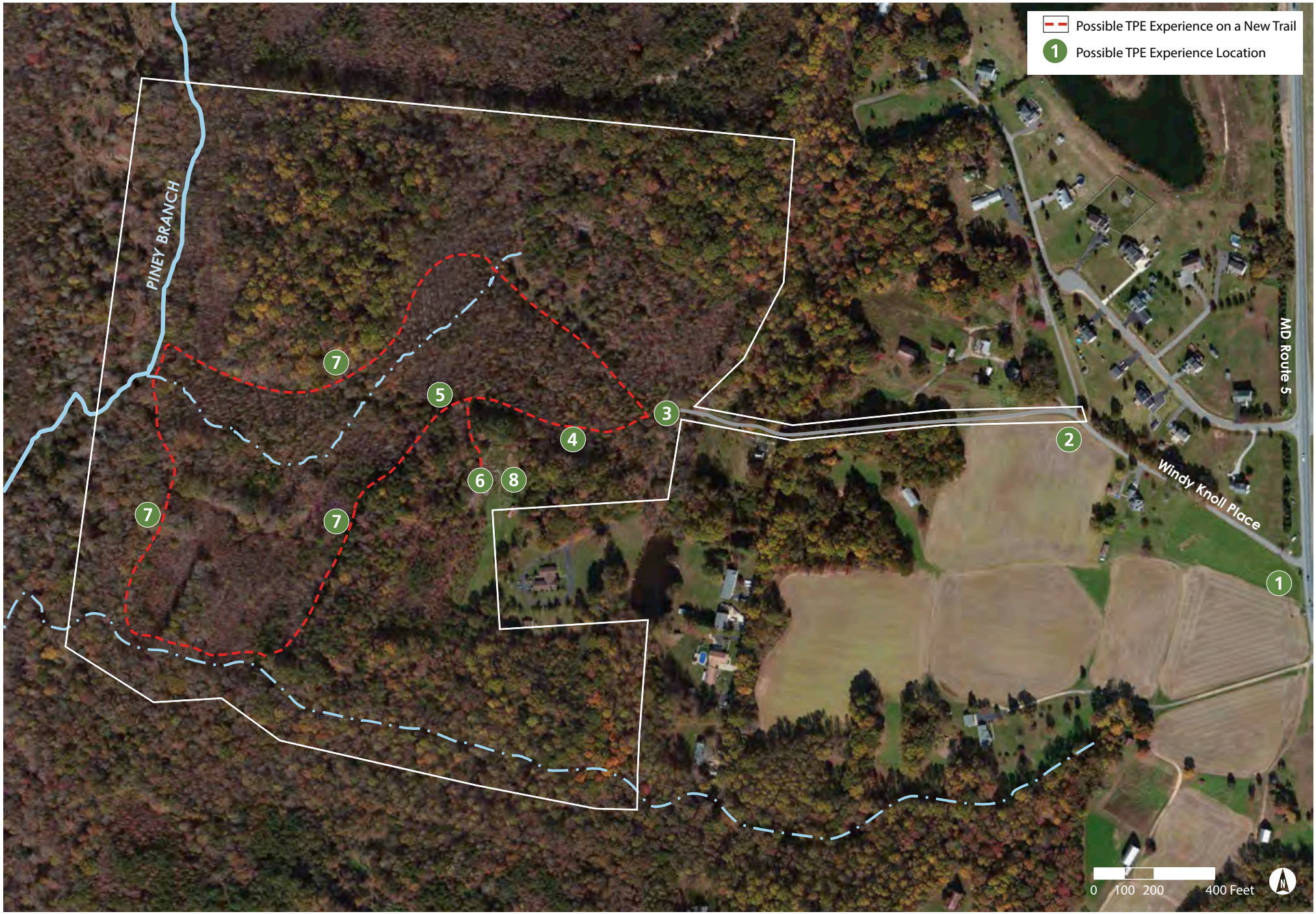
A bigger vision for Zekiah Fort reflected in the phase 2 concept envisions what could be done if funding becomes available and there is sufficient tribal support to 1) address access issues, 2) address land protection needs, 3) develop visitor facilities, and 4) endow sustained operations. The enhanced vision is for the site to host much larger numbers of visitors on a regular basis, including frequent school groups and occasional motor tours. A new visitor contact facility would provide orientation to the site and include exhibits that tell the Zekiah Fort story. A new education center on the knoll, to be developed at the site of the existing ranch house, would provide a venue for visitors of all ages to participate in occasional educational programs, guided tours, and small special events. Adjoining the new visitor contact station, an open field would be reclaimed from the young successional woodland to create a venue for small to medium size special events and picnicking facilities.

Roadway improvements would address access safety concerns by either improving Windy Knoll Place and the site entrance road to a two-lane rural road (with enhancements on MD 5), or by acquiring land for a new right-of-way and two-lane road construction from Billingsley Road.

FIGURE 4.14 VISITOR EXPERIENCE CONCEPT

THROUGH PISCATAWAY EYES

ZEKIAH FORT (PHASE 1)



ZEKIAH FORT (PHASE 1)

At Zekiah Fort visitors learn about how events of the late 17th century led to the dispersal of the Piscataway People from their homeland. Visitors can also learn about what life was like in Zekiah Fort.

TPE Experiences:
self-guided Zekiah Fort interpretive site; self-guided Zekiah Manor Trail; small guided tours, special events and educational programs

1/2. Arriving and Entering. Visitors arrive at Zekiah Fort via Windy Knoll Place, a narrow lane accessed from the southbound lane of MD Route 5. On southbound MD Route 5, a site identifier sign lets visitors know they are approaching Windy Knoll Place; on northbound MD Route 5, directional signs mark where visitors cross the median to access southbound MD Route 5, from which they access Windy Knoll Place. Visitors continue 0.2 mile to the site entrance, marked by a second site identifier sign. Visitors bear left onto a narrow lane and continue a ¼ mile to the Zekiah Fort trailhead. A third sign marks the entrance. Parking is available.

3. Getting Oriented. Parking is available at the Zekiah Fort Trailhead. An information kiosk orients visitors to the Zekiah Fort site, where the Piscataway built a fort in 1680 and lived for as many as 15 years. Visitors pick up the Zekiah Fort TPE Guide which provides a map of hiking trails and a summary of the site's TPE attractions and stories. A port-a-John is available.

4. Exploring Zekiah Fort's Defensive Position. Visitors follow a short level path through the woods to a site at the base of the knoll. The Guide explains the events of the 17th century leading the Piscataway to abandon their primary settlement at Moyaone and disperse throughout the region, with a large group relocating to Zekiah Fort, a site bordering Zekiah Swamp within Lord Baltimore's Zekiah Manor.

The Guide notes that the northeast base of the knoll was likely a defensive position, providing an opportunity to see anyone approaching the fort from the northeast, where the path leads back to Moyaone (now MD Route 5). A small spring is nearby. Artifacts suggest that this location was home to one or two households and was a staging area for water collection.

5. Following the Piscataway Travel Route to and from Fort Zekiah. Visitors continue along the woods trail. They arrive at another site that artifacts suggest was also occupied by several Indian households. There the trail turns south and gently ascends the knoll, following the apparent route the Piscataway used to walk to and from the knoll top.

6. Exploring the Zekiah Fort Site. On the open grassy knoll, visitors learn how recent discoveries confirm the fort's location and suggest that the top of the knoll was the fortified residence of the Piscataway Tayac and his family, as well as the site of ceremonial and ritual activities. Piscataway living in nearby areas likely came to the fort in times of danger.

7. Exploring Zekiah Manor. A one-mile loop trail leads visitors through the land surrounding Zekiah Fort—land that was within Lord Baltimore's Zekiah Manor of the 17th century. The walk reveals the defensive position of the fort, surrounded on three sides by streams and creeks and fertile agricultural soils that likely supported the sizable settlement.

8. Participating in Educational Programs and Guided Tours. Visitors of all ages participate in occasional educational programs, guided tours, and small special events.

FIGURE 4.15 VISITOR EXPERIENCE CONCEPT

THROUGH PISCATAWAY EYES

ZEKIAH FORT (PHASE 2)

ZEKIAH FORT (PHASE 2)

At Zekiah Fort visitors learn about how events of the late 17th century led to the dispersal of the Piscataway People from their homeland. Visitors can also learn about what life was like in Zekiah Fort.

TPE Experiences:
self-guided and guided Zekiah Fort interpretive site and trails; guided tours, special events and educational programs

1/2. Arriving and Entering. Visitors arrive at Zekiah Fort via Windy Knoll Place via one of two possible routes. One alternative (that does not address safety issues related to the MD 5 turning movement) is an improved two-lane paved Windy Knoll Place. Alternative safer two-lane paved access road is from Billingsley Road on new right-of-way (land to be acquired).

Parking is available for 30 cars and 3 school buses, and can accommodate a motor coach when school buses are not present.

3. Getting Oriented/Being Introduced to Zekiah Fort. Visitors arrive at the Zekiah Fort visitor contact station where they are oriented to the site and learn about the Zekiah Fort, where the Piscataway built a fort in 1680 and lived for as many as 15 years. Visitors pick up the Zekiah Fort TPE Guide which provides a map of hiking trails and a summary of the site's TPE attractions and stories. An outdoor information kiosk is available for when the contact station is closed. Picnic facilities and restrooms are available.

4. Exploring Zekiah Fort's Defensive Position. Visitors follow a short level path through the woods to a site at the base of the knoll. The Guide explains the events of the 17th century leading the Piscataway to abandon their primary settlement at Moyaone and disperse throughout the region, with a large group relocating to Zekiah Fort, a site bordering Zekiah Swamp within Lord Baltimore's Zekiah Manor.

The Guide notes that the northeast base of the knoll was likely a defensive position, providing an opportunity to see anyone approaching the fort from the northeast, where the path leads back to Moyaone (now MD Route 5). A small spring is nearby. Artifacts suggest that this location was home to one or two households and was a staging area for water collection.

5. Following the Piscataway Travel Route to and from Fort Zekiah. Visitors continue along the woods trail. They arrive at another site that artifacts suggest was also occupied by several Indian households. There the trail turns south and gently ascends the knoll, following the apparent route the Piscataway used to walk to and from the knoll top.

6. Exploring the Zekiah Fort Site. On the open grassy knoll, visitors learn how recent discoveries confirm the fort's location and suggest that the top of the knoll was the fortified residence of the Piscataway Tayac and his family, as well as the site of ceremonial and ritual activities. Piscataway living in nearby areas likely came to the fort in times of danger.

7/8/9. Exploring Zekiah Manor. A one-mile loop trail leads visitors through the land surrounding Zekiah Fort—land that was within Lord Baltimore's Zekiah Manor of the 17th century. The walk reveals the defensive position of the fort, surrounded on three sides by streams and creeks and fertile agricultural soils that likely supported the sizable settlement.

At three sites along the trail an interpretive experience expands upon the Zekiah Fort story, illustrating different aspects of Piscataway life in the late 1600s.

10. Attending Special Events. A variety of small to large outdoor special events, based at a special events venue adjoining the visitor contact station, occasionally offer opportunities for visitors to learn about American Indian lifeways.

11. Participating in Educational Programs and Guided Tours. On top of the knoll (land to be acquired), an education center provides a venue for visitors of all ages to participate in occasional educational programs, guided tours, and small special events. A two-lane park road provides access from the visitor contact station below to the education center. Parking for a few cars and a drop-off/turnaround for school buses is available. Restrooms and picnic facilities are available.

FIGURE 4.16 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES
ZEKIAH FORT (PHASE 2)
Access Alternative 2 – New Road from Billingsley Road

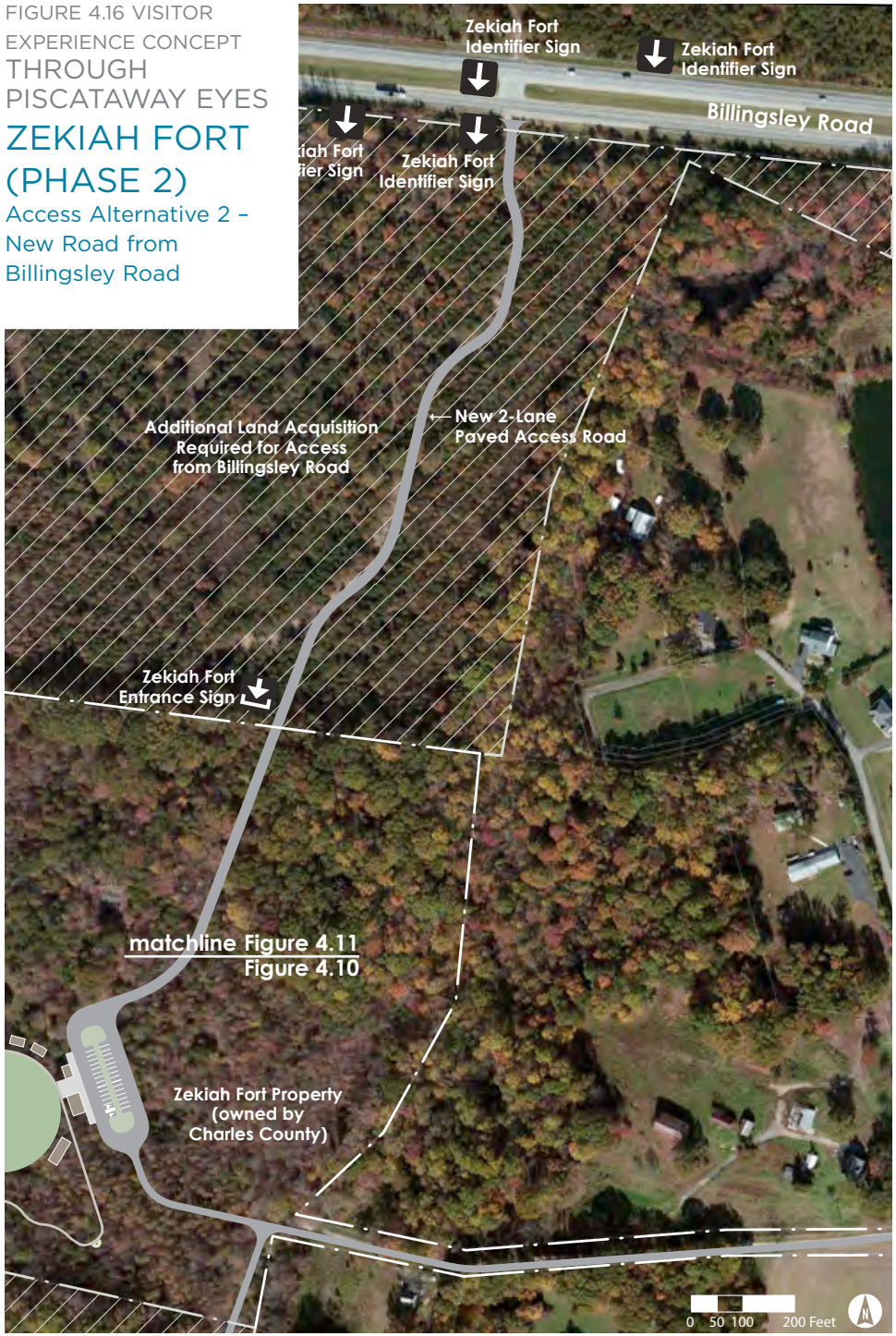


FIGURE 4.17 VISITOR EXPERIENCE CONCEPT
THROUGH PISCATAWAY EYES
ZEKIAH FORT (PHASE 2)
Access Alternative 1 – Improved Windy Knolls Place from Leonardtown Road (MD 5)

SECTION 5

THROUGH PISCATAWAY EYES—

IMPLEMENTATION PLAN

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SECTION 5

THROUGH PISCATAWAY EYES—

IMPLEMENTATION PLAN

Introduction

The TPE implementation plan will guide its actions over the next ten years. The management actions that the TPE management entity will implement—in collaboration with its heritage partners—will collectively seek to accomplish the vision for Through Piscataway Eyes.

Management actions fall into four categories, corresponding to the four Through Piscataway Eyes management goals:

- Organizational Management Actions describe how the TPE management entity would evolve and govern itself, operate sustainably, and collaborate with partners.
- Interpretation Actions describe how the TPE management entity would foster a unified image and understanding of the TPE stories through coordinated interpretive messaging and materials by the TPE management entity and its partners.
- Heritage Tourism Actions describe how the TPE management entity would collaborate with its heritage partners to increase tourism by enhancing visibility, growing audiences, and offering a quality experience.
- Stewardship Actions describe how the TPE management entity would strengthen public appreciation and stewardship of TPE archaeological resources and indigenous cultural landscapes.

The following management plan sections 5.1 through 5.4 present the organizational management, interpretation, heritage tourism, and stewardship actions, respectively.

Section 5.5 presents an implementation action plan for FY 17, FY18, and FY19, implementation responsibilities, and approximate costs.

Table 5.1 TPE Implementation Actions—Organization by Goals and Objectives

Goal	Objectives
Through Piscataway Eyes Organizational Management	• TPE Management Organization • Funding • Partnerships
Through Piscataway Eyes Interpretation	• Interpretive Planning • Presentation of Piscataway Stories • Interpretive Messaging • Programs and Events • Education • Research
Through Piscataway Eyes Heritage Tourism and Marketing	• Marketing to Enhance Visibility and Grow Audiences • Orientation and Wayfinding • Visitor Services
Stewardship of Piscataway Resources	• Public Appreciation of Piscataway Heritage Resources • Piscataway Archaeological Resource Protection • Piscataway Museum Collection Management • Indigenous Cultural Landscapes Protection

5.1 Through Piscataway Eyes Organizational Management

Goal 1: Organizational Management

Assure a strong, sustainable organization for planning, development, and management of Through Piscataway Eyes.

OBJECTIVE 1.1 TPE MANAGEMENT ORGANIZATION

Establish a management entity that represents the Piscataway People whose mission is to achieve the vision for Through Piscataway Eyes.

TPE Management Entity (short-term)—Coordinating Council (the Council)

When the TPE Master Plan is complete, the TPE Steering Committee will have completed its mission and will no longer be in place. Moving forward, implementation of the plan will necessitate creation of a management entity, composed of PIN and PCT tribal representatives. The new management entity—referred to here as a Coordinating Council (the Council)—would assume responsibility for building tribal support for the project, obtaining funding to complete the 2017 work plan, and managing completion of the 2017 work tasks.

The 2017 work plan would include projects so noted in the TPE Action Plan, described in the following sections 5.1 through 5.4 and summarized in table 5.2. Priority tasks for the Council to accomplish would include:

- developing a fundraising strategy
- securing grant funding to hire staff and to complete initial projects
- sustaining relationships with the TPE Partners, created and nurtured during completion of the master planning process
- hosting at least one TPE special event
- developing a TPE comprehensive interpretive plan
- initiating a Piscataway oral history program
- establishing the long-term TPE management entity (TPE ME)

As the Council begins its work to implement the TPE Master Plan, it should consider seeking technical assistance from other tribes and American Indian organizations.

Action 1.1.1a Establish a coordinating council as the short-term management entity to implement initial TPE implementation actions recommended for 2017 (as noted in table 5.2 [page 131] of the TPE Master Plan).

Action 1.1.1b Develop and implement a work plan for TPE implementation actions recommended for 2017.

Action 1.1.1c Reach out to the First Nations Development Institute (www.FIrstNations.org) for technical assistance; based on knowledge gained, incorporate appropriate actions into the TPE implementation plan.

Action 1.1.1d Consider meeting with other tribes who have developed similar heritage tourism

experiences for technical assistance, such as the Seminole, Cherokee, and Iroquois (who have offered assistance during the course of completing the TPE Master Plan); based on knowledge gained, incorporate appropriate actions into the TPE implementation plan.

TPE Management Entity (long-term)—TPE ME

Over time, responsibility for developing and managing TPE would transition from the Council to a new TPE management entity (TPE ME). The TPE Steering Committee has identified two possible organizational structures for the new TPE ME:

Alternative 1 (figure 5.1)

The Council would establish a new non-profit organization whose mission would be to develop and manage TPE. The organization's board of directors would include representation from various tribal interests. Subcommittees of the board would focus on specific needs for TPE implementation and operations.

Alternative 2 (figure 5.2)

In the future, management responsibility for the TPE program could transition to the future Piscataway Indian Center (PIC). This assumes that a new non-profit organization would manage PIC, with a board of directors representing various tribal interests. The PIC board of directors would establish the TPE program as one of several likely future PIC programs.

Initially, the Council will proceed with implementing the alternative 1 management structure.

Action 1.1.2a Develop a work plan to move forward with alternative 1, establishing the TPE management entity that will be responsible for TPE development and management.

Action 1.1.2b Establish the new TPE management entity as a 501(c)3 nonprofit organization in the state of Maryland.

Action 1.1.2c Establish subcommittees of the new TPE management entity, including:

- finance and fundraising
- visitor experience
- education
- resource protection
- marketing

TPE Staff

The TPE ME would retain a TPE program coordinator, whose primary responsibilities would include:

- developing and executing work plans for TPE implementation
- preparing and monitoring annual budgets
- overseeing administrative expenditures
- managing fundraising with support of fundraising specialist
- providing liaison with the TPE Partners Consortium and TPE Advisors
- organizing and attending governing body meetings
- responding to inquiries about the TPE program

Figure 5.1 Through Piscataway Eyes—Alternative 1
Organizational Chart for Long-Term TPE Implementation

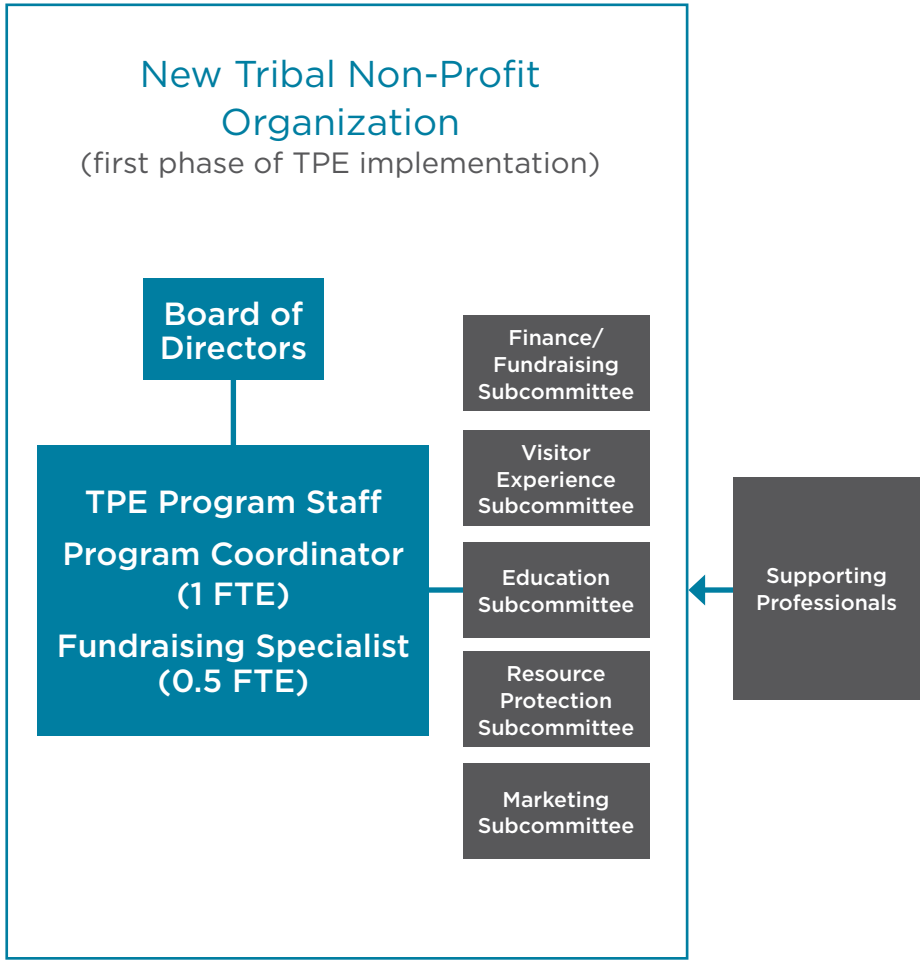
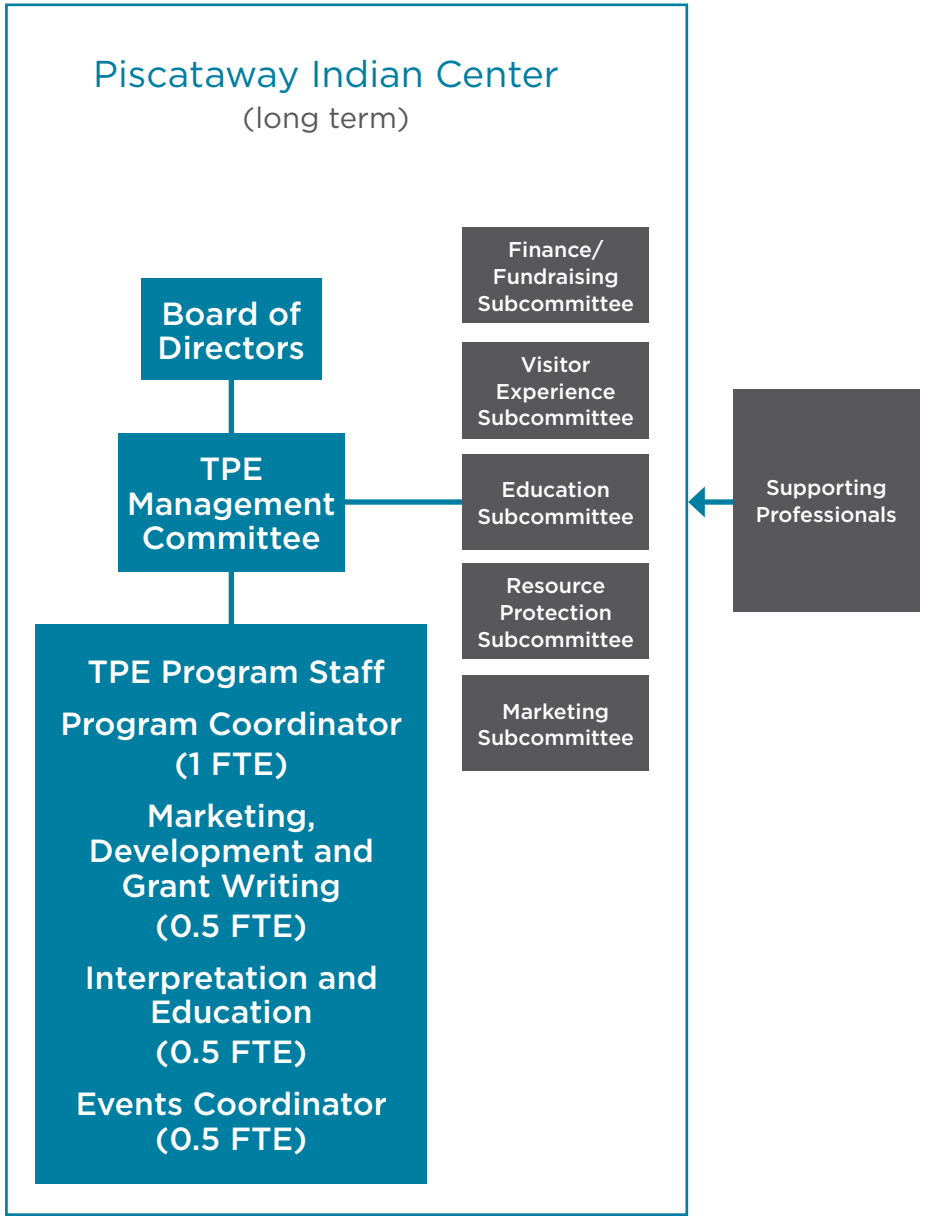


Figure 5.2 Through Piscataway Eyes—Alternative 2
Organizational Chart for Long-Term TPE Implementation



Funds permitting, the coordinator would be a full-time paid position. Preferred qualifications would be a person's knowledge of Piscataway tribes, experience in managing comparable programs and fundraising. As indicated by the job responsibilities, the program coordinator should ideally be a full-time position, although funding limitations could initially require a part-time arrangement. The coordinator could be a TPE management entity employee, a contracted professional working as a sole proprietor, or an employee of a consulting or nonprofit organization.

Given that the TPE program would most likely depend upon a diverse funding strategy, a fundraising specialist would be an essential member of the management team. That person should be familiar with the fundraising process and have general knowledge of philanthropy in Maryland. Initially, the position could be filled by an experienced fundraising consultant working on a part-time basis. As soon as possible, it should become a full-time position.

The TPE program would involve other supporting professionals to provide expertise, as needed over time. They would likely include: archaeologists, anthropologists, folklorists, interpreters, exhibit designers, site planners, tourism professionals, and/or media specialists. Generally, they would provide services intermittently for specific tasks such as interpretive planning for certain TPE places. Although the program would be expected to generally compensate such professionals, it should also take advantage of opportunities to retain "in-kind" services from agencies and nonprofit organizations prepared to offer such help through their grants and technical assistance programs.

The following staffing actions are recommended to implement TPE Phase 1:

Action 1.1.3a Secure funding to support up to 1.5 staff, including a TPE program coordinator (1.0 full-time equivalent (FTE)) and fundraising specialist (0.5 FTE).

Action 1.1.3b Use professional contractors in lieu of hiring additional staff; develop and implement procedures for selecting contractors and securing contracts.

OBJECTIVE 1.2 FUNDING

Develop a sustainable diversified range of financial resources to sustain operations of the Through Piscataway Eyes Management Entity.

Financial sustainability for TPE's Management Entity will depend upon developing secure, stable funding from diverse sources and the ability to leverage funds, resources, and ideas. Typical funding sources will include individuals, large family foundations, community foundations, non-profit organizations, small family foundations, large corporations/ corporate foundations, federated funds (United Ways, United Arts, Combine Health Appeal), and local, state, and federal governments. In general, the types of fundraising strategies will include:

- grant applications to foundations, government agencies, and corporations
- membership program
- annual solicitation for an annual fund
- annual solicitation for an end-of-year gift campaign

- a program to solicit major donors
- events and other fundraising opportunities in the community
- endowment or other restricted funding
- fundraising activities shared with partners
- enterprise activities

Fundraising Strategy

Design and implementation of a fundraising strategy is essential to guide TPE's fundraising. The strategy would be an extension of TPE's larger branding effort through which the TPE ME's board of directors would build and nurture the relationship between TPE and its supporters. It would allow donors an opportunity to align with TPE's core beliefs and values, seeking to inspire generous contributions that are critical to success. The strategy would set fundraising goals, define financial objectives, identify strategies and tactics, and provide the basis for developing a case statement and for structuring fundraising campaigns. A development committee—a subset of the board of directors, including the executive director—would be responsible for developing and implementing the development plan.

Given the highly competitive fundraising environment for worthy causes, TPE would initially produce a strong case statement explaining the need for and importance of the TPE program, and why the TPE management entity would be particularly qualified to assume responsibility for its implementation. Because no single funder is likely to support the entire TPE program, the case statement should address a diverse audience of potential funders.

The fundraising strategy would initially focus on researching prospective funders to determine the extent to which they may be receptive to supporting the TPE program. That would require a review and initial contacts with governmental, foundation and corporate prospects to assess their grant making programs. Although funders supporting American Indian causes would warrant particular interest, the TPE program is unusual and unlikely to fit into many typical funding categories.

Case studies of other American Indian cultural heritage experiences suggest that the TPE management entity would need to build its capacity to succeed in fundraising for limited resources dedicated to American Indian causes. That would include funding mechanisms not exclusively associated with the American Indian perspective, such as national movements dedicated to civil rights, local food sources, healthier living and lower energy consumption. Although national funding sources should be considered, regional and local foundation and corporate funders are more likely to have an interest in the TPE program. Case studies also indicate the need for creating a diverse funding base that does not rely exclusively upon a single source such as special appropriations from the Maryland Legislature.

The TPE management entity should also take advantage of services offered by institutions dedicated to supporting nonprofits in fundraising. Foremost is the Foundation Center (www.foundationcenter.org), a leading source of information about philanthropy worldwide. A smaller but particularly relevant organization is Native Americans in Philanthropy (www.nativephilanthropy.org) which gathers nonprofits, emerging leaders and Native communities for discussions and collaboration in building Native

traditions and values and to help empower Native communities about current practices in Native philanthropy. Educational and other services offered by those institutions and perhaps others, can help provide the underpinning for the TPE fundraising strategy. The need for such support would depend upon the level of expertise of TPE's fundraising specialist.

To develop its capacity to diversify sources of operating funds and achieve financial sustainability, the TPE ME staff and board will need to do the following:

Action 1.2.1a Establish a TPE development committee of the TPE ME board responsible for overseeing preparation and implementation of a development plan.

Action 1.2.1b Prepare for development planning by assessing internal factors that affect the TPE management entity's readiness for development, assessing external factors that affect the TPE management entity's approach to development, and defining the prospective donor pool.

Action 1.2.1c Prepare a long-term (5-year) TPE development plan with accompanying annual work plans with the goal of integrating development into all aspects of programs and operations.

Action 1.2.1d Update the TPE long-range development plan on a regular basis to maintain a time horizon beyond the annual work plan of at least three years.

Action 1.2.1e Establish restricted special funds to support critical elements of the TPE development program.

Action 1.2.1f Build staff, board member, and volunteer fundraising capacity by taking advantage of free services offered by philanthropic organizations to support nonprofits in fundraising.

Action 1.2.1g Provide training to TPE staff, board members, and volunteers in all development skills.

Action 1.2.1h Develop a prospectus to market Through Piscataway Eyes to decision-makers, potential donors, etc.

Maryland Heritage Areas Program Funding – Project Grants

The TPE ME and the TPE key partners will be eligible to apply for and receive from the Maryland Heritage Areas Authority (MHAA) dollar-for-dollar matching grants for TPE related capital and non-capital projects within the Southern Maryland Heritage Area. Grants can support projects involving historical, cultural, archaeological, or natural resources, sites, events, or facilities. Eligible projects must have a heritage tourism component, help to provide facilities and services that support heritage tourism, or be an event that will help to create a long-term increase in visitation to the heritage area. Award limits are $50,000 for non-capital and programming projects and $100,000 for capital projects.

MHAA grants for capital projects must be for a targeted investment, requiring that the proposed project fulfill

the heritage area's priorities, leverage investment, and facilitate economic development. In addition the capital project must meet one of the following criteria:

- overlap with existing local, state, or federal designations
- contribute to initiatives supported by significant public investment
- be a part of a concentration of heritage resources
- be a catalyst for future investment

To take maximum advantage of the potential for MHAA project and marketing grants, the TPE management entity will need to do the following:

Action 1.2.2a Identify TPE projects within the Southern Maryland Heritage Area that are potentially eligible for MHAA marketing grants and non-capital project grants, and programming project grants; submit one or more competitive applications for identified projects during each grant funding cycle.

Action 1.2.2b Identify TPE projects within the Southern Maryland Heritage Area that have the potential to qualify as capital projects that target investment; collaborate with partners to develop master plans, management strategies, and funding plans for identified projects; submit applications to MHAA for capital grants for identified projects.

Action 1.2.2c Implement actions to encourage TPE Partners to submit competitive grant applications (for TPE projects) for MHAA project grants during each grant funding cycle.

Community Foundation Grants

Community foundations are 501(c)(3) tax exempt organizations specializing in accepting, managing and distributing funds received from individuals, corporations and other sources to benefit communities and related charitable causes. Established throughout the United States, Maryland has 15 community foundations which in 2015 had more than $870 million in assets, from which $139 million in grants were awarded to a variety of community needs (Community Foundation of Southern Maryland 2016).

Established in 2012, the Community Foundation of Southern Maryland, Inc., based in Leonardtown, facilitates philanthropy in the Southern Maryland region (MD Community Foundations Association 2016). The foundation maintains the following types of funds:

- unrestricted funds
- field of interest funds
- donor advised funds
- scholarship funds
- designated organization funds
- supporting organizations funds

In 2015, a new Maryland state tax credit was enacted called Endow Maryland, which provides an incentive to donors who help build permanent charitable funds

placed at qualified community foundations in Maryland. Through a formula that includes federal tax incentives, the tax credit program enables a donation of $1,000 at an actual cost of $430 to the donor, as a result of reduced federal and state income taxes.

Because of their mission, community foundations can play a unique role as a financial partner of the TPE program. Operating under explicit fund management guidelines, they inherently provide confidence to donors that their funds will be appropriately managed, while simultaneously providing flexibility in selecting the types of funds that will best serve the TPE program.

The following actions would enable the TPE ME to take maximum advantage of potential funding from Maryland community foundations:

Action 1.2.3a Become familiar with Maryland Community Foundations and make contact with fund managers, particularly at the Community Foundation of Southern Maryland, that could potentially fund TPE projects.

Action 1.2.3b Develop and implement a grant application strategy to maximize the potential to receive funds from community foundations.

Other Grants

In order to implement the many actions and projects in the *TPE Master Plan*, the TPE ME would need to aggressively pursue support through grants from foundations, corporations, and local, state, and federal government grant programs. The TPE ME would need to develop a broad reach by researching funding sources. This activity would require significant staff and board time and could require additional support.

A 2005 analysis of large foundation grant making to American Indians by the Harvard Project on American Indian Economic Development, found trends that favored education-related activities rather than museums and exhibits of Native culture (Hicks et al 2005). Grants made from 1906 to 2002 for education and art/culture/humanities amounted to 26 and 16 percent, respectively. The remaining 58 percent were given in relatively small amounts in 21 categories, some of which could be applicable to the TPE program. Although those data do not necessarily reflect current trends, they suggest the need for understanding the big picture of grant making for American Indian causes and where the most likely funding prospects could be.

In 2011, the Foundation Center, in cooperation with Native Americans in Philanthropy, published an analysis of foundation funding for American Indian issues and peoples (Foundation Center 2011). The analysis noted that the share of overall foundation funding to American Indians had declined since 2000, with education receiving the largest share of giving for American Indians in 2009, and that most funding for American Indians supported organizations not affiliated with tribal governments. It also recommended that more funding was needed to directly support American Indian communities.

To increase funding for the TPE management entity's operations and programs from other grants, the staff

and board would need to do the following:

Action 1.2.4a Continuously research grant opportunities available through government, private foundation, and corporate grant programs.

Action 1.2.4b Identify staff and volunteer grant writing training needs and seek training, as appropriate.

Action 1.2.4c Identify and prepare a set of standard deliverables needed to support grant applications.

Action 1.2.4d Set and meet annual targets for grant applications through government, private foundation, and corporate grant programs.

Earned Income

Earned income is another potential revenue source for the TPE program. Sources such as a gift shop, educational classes, special programs, events, tours, sales of heritage area products, sales of printed material, and partner/business membership in special programs, can provide income to help offset operating expenses, particularly in covering certain expenses associated with specific activities such as tours and events. However, earned income from the TPE program, at least in its initial years, is unlikely to be a major source of revenue. In the future, the TPE ME should explore opportunities to engage in appropriate earned income enterprises, incorporating consideration of earned income opportunities as part of preparing its development plan.

The following actions would help increase funding for the TPE program operations from earned income:

Action 1.2.5a Explore opportunities for earned income from commercial activities that would be compatible with the desired TPE experiences at TPE places.

Private Giving

Private donors represent a potentially significant funding source for the TPE program, in that they have been major contributors to many philanthropic causes throughout the United States. Their involvement in the TPE program would require a somewhat different approach than seeking funding from established funding sources such as grant making foundations. If motivated, private donors may donate to: specific projects such as funding a TPE guidebook, annual appeals for general support, or major projects such as a capital campaign for a new cultural center. They may make major gifts during their lifetimes and/or by bequest. The critical factor would be building relationships with such donors that normally must evolve over time. One of the most compelling influences would be a donor's positive experience in visiting one or more TPE places. However, some prospective donors could appreciate the TPE's potential and be motivated to contribute to its launching.

To increase funding for the TPE operations and programs from private giving, The TPE ME would need to do

the following as part of developing the overall TPE fundraising strategy:

Action 1.2.6a Set and meet an annual target for private giving (as part of the fundraising strategy (actions 1.2.1 a to i).

Action 1.2.6b Develop a private donor nurturing and engagement plan with regular communications.

Action 1.2.6c Request support annually from all potential private donors and develop targeted specific "asks" when feasible.

OBJECTIVE 1.3 PARTNERSHIPS

Work collaboratively with partners to preserve Piscataway heritage resources and to create and sustain Through Piscataway Eyes as a heritage tourism experience in Southern Maryland.

Successful implementation and sustained operation of TPE assumes a network of partners collaborating to realize the shared vision for the heritage experience. The TPE ME would lead the effort, fostering collaboration among the partners to tell TPE stories, make linkages, and protect Piscataway heritage resources. This would be accomplished through partner engagement on an ongoing basis, continually promoting the TPE vision and telling TPE stories, and operating with an open, inclusive, and collaborative approach.

TPE Key Partners and Other TPE Partners

TPE Key Partners in implementing the *TPE Master Plan* would be the landowner/managers of the TPE Phase 1 Places (figure 5.3). Other partners would include a variety of organizations—public and private—with an interest in TPE who would participate in its implementation and operation by coordinating activities, supporting coordinating activities, and/or providing funding.

A standard TPE cooperative agreement would be drafted and executed by the TPE ME and key partners, setting forth the purposes and guiding principles under which the parties would participate in developing the TPE experience. The agreement would establish the TPE Partners Consortium (see below) as the means for ongoing communications.

The cooperative agreement would provide the context for developing more detailed memoranda of understanding (MOUs) between the TPE ME and each of the TPE Phase 1 Key Partners. Among other provisions, the MOU would address the need for and means by which the TPE visitor experience plan for each TPE Phase 1 Place would be completed. Several models should be considered in developing the cooperative agreement. For example, a memorandum of understanding for the Chesapeake Bay Gateways Network, initially drafted in 2000, provides the terms under which the National Park Service (NPS) cooperates with Network members. The NPS has a more recent MOU template used for trail partners of the Captain John Smith Chesapeake National Historic Trail.

To formalize the working relationship between the TPE ME and its Key Partners to implement and sustain the TPE program, the TPE ME should do the following:

Action 1.3.1a Develop and implement a TPE cooperative agreement that sets forth the purposes and guiding principles under which the TPE ME and TPE Phase 1 Key Partners would participate in developing the overall TPE experience.

Action 1.3.1b Develop a model memorandum of understanding between the TPE ME and each Key Partner that outlines responsibilities and assumptions for development and implementation of TPE program elements/visitor experience plans at TPE Phase 1 places.

Action 1.3.1c Work closely with key partners to maximize funding, particularly grant support, and technical assistance to support the TPE program.

TPE Partners Consortium

The TPE ME would establish a partner's consortium to support participation of key partners in providing visitor experiences in a manner complementing their other management objectives. All key partners would be invited to join the consortium, as well as others engaged in various aspects of the TPE program, such as tourism, archaeological research, and Piscataway interpretation. Consortium activities would include but not necessarily be limited to:

- sharing information on issues, accomplishments and opportunities of potential interest to consortium members
- access to a partners consortium link on the TPE website that would provide information on TPE news, best practices, highlighted TPE projects, funding opportunities, and/or TPE management matters
- participation in consortium meetings, held quarterly or as circumstances dictate, generally at TPE places where consortium members would have on-site opportunities to experience TPE-related projects, opportunities, and issues

To grow and maintain successful collaborations among TPE Partners, the TPE ME would need to do the following:

Action 1.3.2a Formalize the TPE Partners Consortium as an entity to support development and ongoing implementation to TPE programs and experiences.

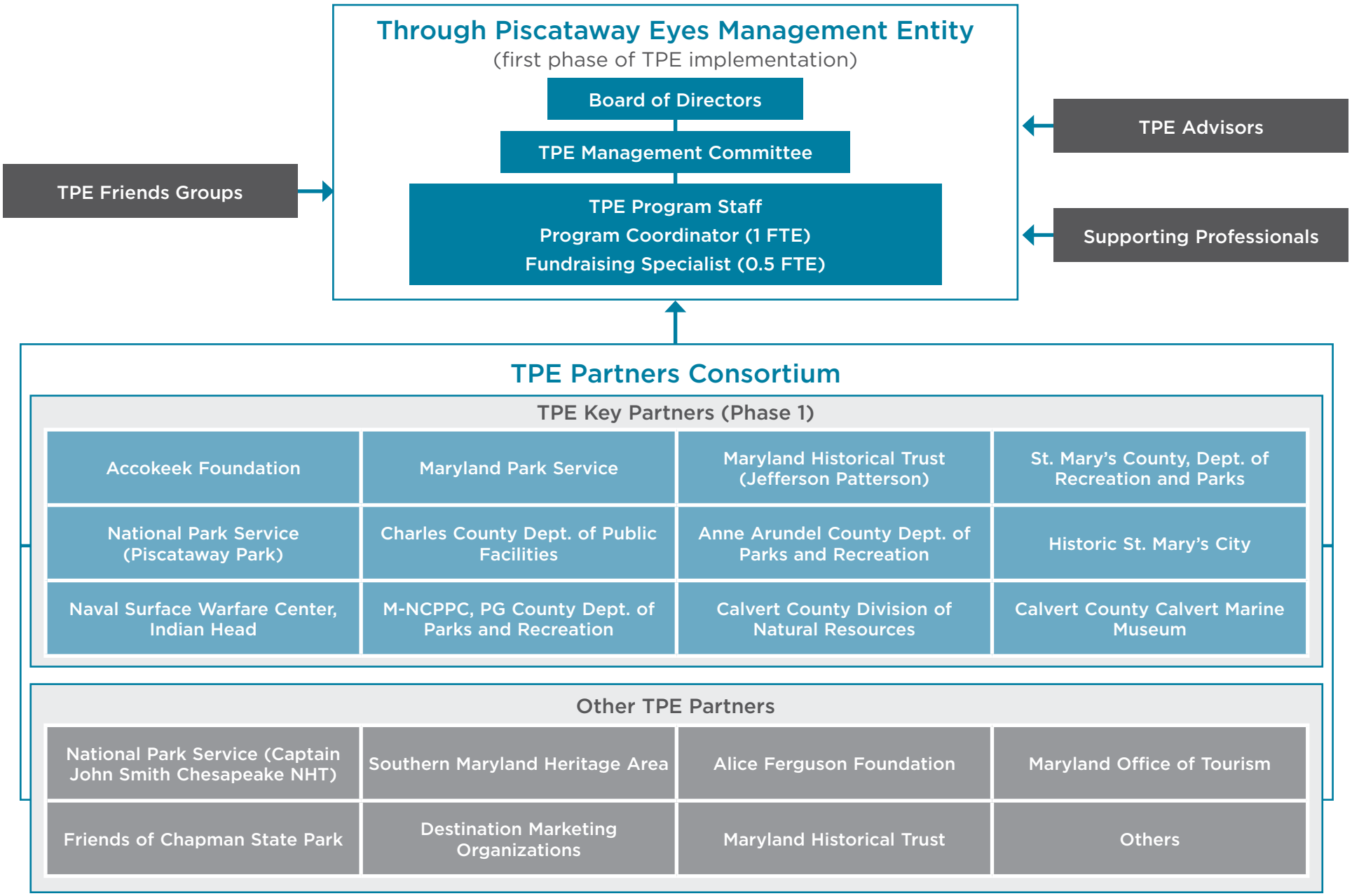
Action 1.3.2b Conduct regularly scheduled meetings of the TPE Partners Consortium.

Action 1.3.2c Implement routine communications among members of the TPE Partners Consortium, including routine TPE e-blasts and a TPE Partners Consortium link on the TPE website.

TPE Advisors

TPE advisors would include individuals with expertise that could contribute to the success of the TPE program. The TPE governing entity would seek advisors on the basis of the program's needs and availability of qualified individuals. Advisors would represent diverse knowledge in areas such as: Piscataway culture, interpretive media, archaeology, event planning and tourism. Among

Figure 5.3 Through Piscataway Eyes—Partnership Structure



others, members of the TPE master planning steering committee not serving in other TPE positions would be asked to remain involved by serving in an ongoing advisory capacity.

Serving as volunteers, they would participate in the TPE program either directly with the governing entity and/or through the TPE coordinator. Although they may be asked to convene periodically as a group, advisors would be generally consulted individually on an as-needed basis.

To create a pool of TPE advisors to assist with developing and implementing the TPE program, the following actions are needed:

Action 1.3.3a Identify technical assistance needed by the TPE ME and the TPE Key Partners to develop and sustain the TPE program.

Action 1.3.3b Identify and approach individuals with specific needed technical expertise.

Action 1.3.3c Formalize the TPE Advisors as an entity available on an as needed basis to assist with developing and sustaining the TPE program.

TPE Friends

A friends group would encompass individuals, nonprofit organizations, and businesses willing to provide volunteer and/or financial support to the TPE program. Volunteers could benefit the program in a variety of ways, including: orienting TPE visitors, providing guided tours, assisting in event management, and helping in trail maintenance, depending upon their interests and knowledge. The success of the volunteer activities would require an investment in volunteer soliciting, training, management, and recognizing volunteers work through letters of appreciation, TPE memorabilia (e.g., insignia hats), and volunteer gatherings. The TPE Program Coordinator would require assistance in overseeing the TPE Friends, which could come from one or more friends volunteers willing and capable of assuming such responsibilities.

Although it may be most realistic to start the TPE Friends as a small hands-on group of volunteers, it has the potential to become a larger entity functioning as a membership organization for the TPE program and eventually the Piscataway Indian Center. It could provide many benefits if supported by a diverse mix of individuals, businesses and nonprofit organizations. But it would also require a substantial and ongoing commitment to ultimately succeed.

Various models, particularly those associated with American Indians, should be considered in designing the TPE Friends. For example, Friends of Ganondagan is a nonprofit dedicated to lending physical, spiritual and financial support to Ganondagan State Historic Site in Victor, New York (see http://ganondagan.org/Support/Friends-Of-Ganondagan). Composed of American Indian and non-Native volunteers, it manages the Iroquois White Corn project in collaboration with the New York State Office of Parks, Recreation and Historic Preservation. The project hand produces and processes white corn which is sold to individuals, stores, and restaurants.

Other models should be considered if the TPE Friends were to invest in strategies to attract visitors to TPE places. For example, Baltimore's Tourism Ambassador Program uses "certified tourism ambassadors" trained to work in the hospitality industry (see http://baltimore.org/info/baltimore%E2%80%99s-tourism-ambassador-program and http://www.ctanetwork.com). Another model would be the youth ambassadors program managed by the Center for Native American Youth at the Aspen Institute, with offices in Washington, D.C. (see http://www.cnay.org/ Network.html).

It is unlikely that any existing friends organization could serve as an exact template for TPE Friends. The prospect for the TPE Friends as an important funding source from annual donations and major gifts should be seen as a potential long-term outcome, requiring a sustained investment to succeed. Yet it has near-term potential as a vehicle for TPE volunteers involved directly in TPE host places.

To establish a functional friends group to support the TPE program, the following actions are needed:

Action 1.3.4a Examine alternative models for the TPE Friends and select one for implementation.

Action 1.3.4b Identify a pool of volunteers with an interest in establishing the TPE Friends and select from that pool a group of people who will form the TPE Friends Board of Directors.

Action 1.3.4c Assist the TPE Friends Board of Directors with establishing the TPE Friends as a Section 501(c)3 nonprofit organization in Maryland.

Action 1.3.4d Assist the TPE Friends with soliciting volunteer members.

Action 1.3.4e Collaborate with the TPE Friends to identify and implement specific volunteer services to be provided at each of the TPE Phase 1 places.

Registry of TPE Places

TPE key partners would also join a registry of TPE places which would have its own logo. The registry would be similar in some respects to the certification provisions of the National Trails System Act. Only certified National Trail sites are allowed to display the official trail logo and are eligible for financial and technical assistance. A comparable trademark logo would be developed for TPE host places.

To maintain a standard of quality for TPE Places, the TPE ME would do the following:

Action 1.3.5a Establish a Registry of TPE Places for places that offer TPE experiences consistent with the Comprehensive Interpretive Plan and a TPE Visitor Experience Plan.

5.2 Through Piscataway Eyes Interpretation

Goal 2: Through Piscataway Eyes Interpretation

Broaden public understanding of the Piscataway as a living people with a vibrant and living culture—a people who lived in the Chesapeake region for centuries before arrival of Europeans and who still live there today—who played a substantial role in shaping the history of Maryland and other colonies in the Chesapeake region.

As the TPE management entity, the TPE ME would lead a collaborative effort to provide a heritage experience for visitors focused on telling Piscataway stories from the Native perspective. Collaborations would concentrate on comprehensive interpretive planning; fostering a unified presentation of Piscataway stories; conveying the stories through a variety of interpretive media, programming, and events; using Piscataway heritage resources to teach American history; enhancing interpretive efforts through scholarly research; and weaving oral history of Piscataway cultural traditions into the body of knowledge of Piscataway history and culture to create an interpretive framework.

OBJECTIVE 2.1 INTERPRETIVE PLANNING

Implement an interpretive planning process that provides a framework for telling Piscataway stories from the People's perspective. Involve the tribal community, subject matter experts, Through Piscataway Eyes partners, and other stakeholders in the planning process.

Comprehensive Interpretive Plan

Essential to the success of the TPE program is a comprehensive interpretive plan (CIP) that provides a framework for the TPE Partners to tell the Piscataway stories. A CIP would be the management document that outlines and guides future decisions by the TPE ME and its partners about interpretive programming at TPE places. The *TPE Master Plan* provides an interpretive framework and foundational elements that are the starting point for moving forward with preparing the CIP. Through the CIP planning process, the TPE ME would further develop the TPE interpretive themes, subthemes, and most important, the storylines and interpretive messaging that would form the basis of the TPE interpretive experience. As soon as possible, the TPE ME should prepare the CIP to guide interpretive and educational programming. The TPE Partners should be involved in the CIP planning process as an initial step in accomplishing unified TPE storytelling at TPE places.

Action 2.1.1a Develop and implement a TPE comprehensive interpretive plan (CIP) that provides a 5- to 10-year vision for the TPE interpretive and educational program.

Annual Implementation Plan

As part of the CIP, the TPE ME should also prepare an annual implementation plan that outlines what the TPE ME and its partners would seek to accomplish in the following twelve months, consistent with the CIP's long-range goals and objectives. The annual implementation plan would provide an annual working blueprint describing what TPE interpretive services would be offered to residents and visitors.

Action 2.1.2a Develop and implement an annual implementation plan (AIP), charting short-range actions which will achieve the long-range vision for TPE interpretive and education programs.

Interpretive Database

To support the interpretive planning effort, the TPE ME should maintain an interpretive database to facilitate interpretive planning and development and delivery of interpretive programs.

Action 2.1.3a Identify and assemble plans, documents, inventories, images, photos, and drawings needed to support interpretive planning and development of interpretive media.

OBJECTIVE 2.2 PRESENTATION OF PISCATAWAY STORIES

Lead collaborative efforts to present Piscataway stories in ways that invite engagement and that raise the public's awareness and appreciation of Piscataway history and culture.

Unified TPE Storytelling

The TPE ME would collaborate with the TPE Partners to ensure that TPE stories and interpretive messaging (as outlined in the CIP and AIP) are presented in a unified fashion that supports public understanding of Piscataway history and culture from the Native perspective. The TPE ME would communicate the interpretive framework described in the CIP to the TPE Partners through presentations, written materials, and periodic interpretive planning workshops. TPE Partners would also be important stakeholders that should be involved in developing the CIP.

Action 2.2.1a Meet with TPE Partners periodically during development of the TPE comprehensive interpretive plan (CIP) to obtain input and to report progress and outcomes.

Action 2.2.1b Make digital and hard copies of the final TPE comprehensive interpretive plan (CIP) available to TPE Partners.

Action 2.2.1c Develop and distribute a poster that summarizes and illustrates the TPE interpretive framework.

Working with TPE Places that are Museums where American Indian Stories are Already Told

Six museums in the TPE Phase I portfolio already provide American Indian interpretive experiences, including three TPE anchor museums and three TPE satellite museums:

- Jefferson Patterson Park and Museum
- Accokeek Foundation at Piscataway Park
- St. Clement's Island Park and Museum
- Mount Calvert Archaeological and Historical Park
- Calvert Marine Museum
- Historic St. Mary's City

All have expressed interest in working with the Piscataway to enrich their programs and exhibits, enthusiastic about telling Piscataway stories from the Native perspective. The TPE ME should, as soon as possible after completion of the *TPE Master Plan*, follow-up with meetings to identify specific next steps to be taken with each museum to prepare for integrating TPE stories with existing and planned exhibits and programs.

Action 2.2.2a Meet with TPE Phase 1 museums to identify specific next steps at each museum to prepare for integrating TPE stories with existing and planned exhibits and programs.

Action 2.2.2b Over the short term (prior to completion of the TPE CIP), for TPE Phase 1 museums that are moving forward with planning new exhibits and programs in the next one to two years, assist with bringing the Native perspective to those efforts.

Action 2.2.2c Following completion of the TPE comprehensive interpretive plan (CIP), meet with museums to present the CIP and to revisit actions needed to integrate TPE stories with existing and planned exhibits and programs.

Action 2.2.2d As needed, assist TPE Phase 1 museums with integrating TPE stories with existing and planned exhibits and programs.

Creating TPE Experiences at TPE Phase 1 Places

At the TPE places where there is little or no existing American Indian interpretation, the TPE ME would work with partners to bring the Piscataway stories to those places through a variety of new interpretive experiences. The *TPE Master Plan* includes conceptual visitor experience plans for 11 TPE Phase 1 places, including (see section 4.5):

- Moyaone Sacred Site at Piscataway Park
- Chapman State Park
- Chapel Point State Park
- St. Ignatius Church at Chapel Point
- Zekiah Fort
- Merkle Wildlife Sanctuary
- Patuxent River Park
- Mt. Calvert Archaeological and Historical Park
- Jug Bay Wetlands Sanctuary
- Biscoe Gray Heritage Farm Park
- Newtowne Neck State Park
- Bullitt Neck

As soon as possible, the TPE ME would move forward with developing final visitor experience plans for the eleven sites (see section 4.7 for content).

Action 2.2.3a Meet with each of the eleven TPE Phase 1 Places, for which conceptual visitor experience plans were completed as part of the TPE master planning process, to confirm interest in moving forward with developing and implementing final TPE visitor experience plans; prioritize final TPE visitor experience plans to be completed.

Action 2.2.3b Seek funding from one or more sources to complete final visitor experience plans for each of the eleven TPE Phase 1 Places; once funding is secured, complete each final visitor experience plan. As part of the planning process, explore developing TPE interpretive media, exhibits and waysides.

Action 2.2.3c Seek funding to implement the final visitor experience plans for each of the eleven TPE Phase 1 Places; once funding is secured, complete each final visitor experience plan.

Zekiah Fort Phase 2

The *TPE Master Plan* describes two phases for development of a TPE experience at Zekiah Fort. The TPE ME would move forward with evaluating the interest in and feasibility of implementing Zekiah Fort Phase 2. If there is support for a phase 2 level of development, then the TPE ME in collaboration with Charles County would revisit the phase 2 concept for Zekiah Fort and proceed accordingly. If there is no interest in pursuing a more ambitious phase 2 concept, then the less ambitious phase 1 concept would be refined and accomplished as part of creating the TPE experiences at TPE Phase 1 Places, addressed in the preceding set of actions (2.2.3a, 2.2.3b, and 2.2.3c).

Action 2.2.4a In collaboration with Charles County, assess interest in and feasibility of accomplishing the phase 2 concept for Zekiah Fort.

Action 2.2.4b If there is interest in proceeding with the phase 2 concept for Zekiah Fort, revisit recommendations for the TPE visitor experience presented in the *TPE Master Plan*; refine concept plan; develop a funding strategy; secure funding; implement the concept plan.

Piscataway Indian Center

The Piscataway Indian Center would be the primary focal point of the Through Piscataway Eyes (TPE) experience (see section 4.2). This would be a new tribal facility that would host numerous tribal activities. Among many functions, the center would host the Through Piscataway Eyes experience, providing administrative offices for the TPE Program Manager and other TPE staff. Center facilities would be available as needed to support TPE operations, such as meeting space, volunteer work space, and classrooms to support educational programming and training for TPE guides and interpreters.

In the future, the Piscataway would seek to relocate the center to a new facility to be developed at Chapel Point State Park, in accordance with a future agreement to be negotiated with MD DNR. The future agreement would depend upon availability of funding to build the facility and to sustain its continued operation by the Piscataway. It would also depend upon compliance with applicable state policy and regulations, particularly those related to development within the Chesapeake Bay Critical Area, as well as compatibility with other pertinent agreements in place at that time, such as those with Charles County.

Action 2.2.5a Continue to explore options with the Maryland Park Service for developing a new Piscataway Indian Center at Chapel Point State Park; if the center cannot be located at Chapel Point State Park, pursue options for an alternative location.

Action 2.2.5b Develop a conceptual plan and preliminary program for the Piscataway Indian Center, including preliminary cost estimates for construction and ongoing operations.

Action 2.2.5c Develop a case statement as the foundation of a capital campaign for the Piscataway Indian Center.

Action 2.2.5d Develop a capital campaign plan that identifies the fundraising and outreach activities needed to raise money for constructing the Piscataway Indian Center and endowing its operations.

Action 2.2.5e Once funding is secured, move forward with construction of the Piscataway Indian Center.

OBJECTIVE 2.3 INTERPRETIVE MEDIA

Convey Piscataway stories by developing and sharing key messages through a variety of interpretive media.

Interpretive messaging and materials would seek to consistently convey the TPE stories. A new TPE website and social media would provide an overview of the TPE program and orient visitors to the Piscataway People, the TPE stories, and the TPE places. A new TPE map and guide (see section 4.6) would help residents and visitors learn about the Piscataway People; it would be the principal TPE interpretive tool, providing interpretive content on the TPE program, introducing themes, providing historic context, and linking to detailed interpretation at TPE places. For some TPE places, interpretive waysides and place-specific brochures would supplement the TPE guide.

Website and Social Media Interpretation

The TPE ME would use the new TPE website (see action 3.3.1a below), social media, and multi-media formats to convey TPE's purpose, national significance, and thematic framework for interpretation.

Action 2.3.1a On the TPE website, present a comprehensive overview of the TPE vision, purpose, significance, and thematic framework for interpretation.

Action 2.3.1b On the TPE website, orient visitors to Through Piscataway Eyes by providing pre-visit information to visitors and residents wishing to explore the TPE places.

Action 2.3.1c Develop a brief video that orients residents and visitors to Through Piscataway Eyes and that uses the interpretive framework to provide information on Piscataway history and culture; distribute the video through a dedicated TPE YouTube channel.

Interpretive Media, Exhibits, and Interpretive Panels (Waysides)

Maintain a set of TPE interpretive media, exhibits, and interpretive panels (waysides) that: provide interpretive content on Through Piscataway Eyes as a whole; introduce TPE interpretive themes; provide historical context; link to detailed interpretation at TPE Places that relate closely to the interpretive content on the TPE website.

Action 2.3.2a Design, seek funding for, print, and distribute a TPE map and guide (see section 4.6) as the primary interpretive tool for the TPE experience:

- include an overview of Through Piscataway Eyes—its purpose, significance, and primary interpretive themes and stories, and an overview of Piscataway history and culture
- include maps for orientation and wayfinding
- design the guide to include a discrete section for each TPE Place, designed to be printed as a stand alone guide for distribution at each TPE Place for use by visitors who do not have access to the entire guide
- design the guide for easy revision as final visitor experience plans are developed and implemented at the TPE Places

OBJECTIVE 2.4 PROGRAMS AND EVENTS

Provide interpretive programming and special events that assist residents and visitors with understanding Piscataway history and culture within the context of the Through Piscataway Eyes interpretive framework.

Visitor experience and interpretive programming would assist residents and visitors with understanding TPE stories. The TPE ME would develop thematic travel itineraries, tours, and supporting multi-media linking TPE Places within each focus area. Annual special events in each focus area would expand public appreciation of Piscataway history and culture.

Travel Itineraries and Tours

Develop thematic travel itineraries, thematic tours, and supporting multi-media that link TPE Places.

Action 2.4.1a Develop a series of travel itineraries linking TPE Places within the five TPE Focus Areas.

Action 2.4.1b Make the itineraries available in downloadable online format, suitable for both in-person use and "virtual visitors."

Action 2.4.1c Explore ways in which users of the TPE website could create custom itineraries based on themes, locations, and interests; implement custom itineraries, if feasible.

Action 2.4.1d Support TPE Partners to enhance their existing tours and to develop new heritage tours to tell TPE stories.

Special Events

Visitor surveys conducted as part of the TPE master planning process indicated strong public support for special events celebrating Piscataway history and culture. Special events have the potential to attract residents and to bring visitors to Southern Maryland, offering opportunities to promote public understanding of Piscataway history and culture, to generate income from admission fees, and to support tribal businesses through the sale of Piscataway food, crafts, and music.

Action 2.4.2a Develop a plan for hosting a series of annual TPE special events tied to the TPE interpretive framework, to be hosted by the tribal community at TPE Places in all five focus areas on an ongoing basis during the year; seek funding and volunteers to host events; implement events as the TPE ME's capacity evolves.

Programming

Action 2.4.3a As part of creating final visitor experience plans for TPE places, create and launch programs for the general public, school groups, and other groups (e.g. scouts, camps, churches, families) associated with specific TPE places, Piscataway resources, and stories.

OBJECTIVE 2.5 EDUCATION

Promote teaching Piscataway history and culture, and stewardship of Piscataway heritage resources, to residents and visitors of all ages.

Education

Collaborations facilitated by the TPE ME would use heritage resources at TPE Places to teach residents and visitors of all ages about Piscataway history and culture. The TPE ME would seek to sponsor lectures focused on Piscataway history and culture for the public, and to identify ways for local schools and educational institutions to meet educational goals through TPE programs based at TPE Places.

Twelve of the 16 TPE Phase 1 Places offer a broad array of educational programs for youth, families, and adults, including:

- Accokeek Foundation at Piscataway Park
- Jefferson Patterson Park and Museum
- St. Clement's Island Park and Museum
- Mount Calvert Historical and Archaeological Park
- Calvert Marine Museum
- Historic St. Mary's City
- Merkle Wildlife Sanctuary
- Patuxent River Park
- Jug Bay Wetlands Sanctuary
- Biscoe Gray Heritage Farm Park
- Calvert Marine Museum
- Historic St. Mary's City

Although primarily addressing non-American Indian subject matter, many educational programs offered at TPE Phase 1 Places touch upon American Indian topics to varying degrees.

Opportunities should be explored to expand and to create coordinated TPE educational and touring experiences among the TPE Phase 1 Places. Collaboration should also be pursued with school programs such as the Calvert County's CHESPAX program.

Collaboration with other cultural institutions should also be explored. For example, the Sultana Foundation, based in Chestertown, Maryland, offers K-12 education, teacher training and summer enrichment experiences to enhance their appreciation of the Chesapeake Bay—past and present (http://sultanaeducation.org/about-sultana/the-john-smith-trail). In 2007, Sultana oversaw the 2,500 mile reenactment of Captain John Smith's voyages and his interactions with American Indians in a replica of Smith's small boat known as a "shallop."

Action 2.5.1a	Gather existing education curricula related to American Indians in Maryland.
Action 2.5.1b	Identify educational programs in Southern Maryland that could utilize the Piscataway curricula and/or TPE educational programs to meet educational goals; pursue relationships with those programs.
Action 2.5.1c	Conduct outreach to Southern Maryland schools to identify opportunities for educational programs that foster appreciation of Piscataway history and culture.

Action 2.5.1d Identify potential collaborations with cultural institutions in Southern Maryland that could utilize TPE educational programs to meet mission and educational goals; pursue relationships with those institutions.

Action 2.5.1e Convene a broadly representative council of qualified educators and interpreters to advise the TPE ME on issues and programming related to education.

Action 2.5.1f Based on knowledge gained through research and collaboration, develop a long-term strategic plan for TPE educational programming.

Action 2.5.1g Consistent with the strategic plan, develop new education curricula on Piscataway history and culture related to the TPE interpretive themes; make curricula available on the TPE website and through direct communication with schools and institutions.

Action 2.5.1 h Conduct workshops to orient teachers to TPE education curricula and educational experiences available at TPE Places; provide continuing education units for workshops.

OBJECTIVE 2.6 RESEARCH

Broaden the scope of subjects available for interpretation and generally enhance the Through Piscataway Eyes interpretive effort through data collection, an oral history program, and new historic, archaeological, and environmental research.

The TPE ME would encourage scholarly research regarding Piscataway history and culture to broaden the scope of subjects available for interpretation. Research would emphasize further understanding of the Piscataway ancestral homeland, how the Piscataway culture survived four centuries of European colonization, and Piscataway culture today.

General

Encourage research by archaeologists, local historians, and others regarding Piscataway history and culture.

Action 2.6.1a Gather/inventory existing data and oral histories related to the TPE interpretive themes.

Action 2.6.1b Identify research needed to further document Piscataway history; explore funding; provide grants for needed research.

Oral History Program

A major source of information to support TPE experiences and storytelling would be oral history interviews of Piscataway tribal members. Oral history interviews are audio or video recordings of first person

accounts made by an interviewer with an interviewee. Together they create a permanent record that would contribute to understanding of the tribes' past and expressions of traditional culture in the modern lives of the Piscataway People. They would record tribal members' personal experiences and reflections on the past, with sufficient time allowed for people to give their story whatever fullness they desire. Oral history interviews become historical documents that are preserved and made accessible to future researchers and the public.

Action 2.6.2a Become familiar with best practices for oral history programs.

Action 2.6.2b Seek technical assistance from other tribal communities with successful oral history programs, such as the Seminole, Cherokee, and Iroquois.

Action 2.6.2c Develop an oral history team composed of tribal volunteers; train team members in conducting oral history interviews.

Action 2.6.2d Develop and implement an oral history program that provides historical documents to support development of resource packages for TPE programs and interpretive media.

Action 2.6.2e Integrate stories and information about modern Piscataway culture from the oral history interviews into the interpretive framework, interpretive messages, and TPE programs and interpretive media.

Piscataway Research Center

Over the last decade, new and compelling interdisciplinary research has informed understanding of the key role the Potomac River valley played in American history. This has revealed a need for an ongoing research center focused on the Potomac and nearby river valleys (including the Patuxent and Rappahannock). A recent proposal is to establish a Center for Chesapeake Studies at St. Mary's College of Maryland, where archaeologists have been key players in the discovery, documentation, and preservation of the stories and landscapes of the Potomac valley. This new center would have, as its point of departure, the Potomac River valley but would include the broader Chesapeake as an important context for documenting, interpreting, and preserving early American history as a whole, challenging colonial understandings of early American history.

Action 2.6.3a Collaborate with archaeologists at St. Mary's College and TPE Partners to assess the feasibility and potential support for development of a Center for Chesapeake Studies at St. Mary's College; assist project sponsors with moving forward with the center, as appropriate.

Action 2.6.3b As the new center is formed, establish a suitable role for the TPE ME as a Piscataway partner in the project and determine how the center would support the TPE program.

5.3 Through Piscataway Eyes Heritage Tourism and Marketing

Goal 3: Through Piscataway Eyes Heritage Tourism and Marketing

Increase the economic benefits of heritage tourism in Southern Maryland.

Enhancing the overall appeal and enjoyment of Piscataway history and culture would result in overall economic benefits of heritage tourism to Southern Maryland. To attract residents and visitors, the TPE ME would coordinate efforts to build TPE visibility and to grow audiences. To help residents and visitors understand the TPE experiences offered and how to find those experiences, the TPE ME would work with TPE Partners to provide consistent orientation and wayfinding via signage, printed materials, web-based information, and social media. Together, the TPE ME and the TPE Partners would also collaborate to enhance visitor services and other heritage experiences along the TPE travel routes that would help attract visitors for day long trips and multi-day trips.

Collectively, these types of actions would market the Through Piscataway Eyes travel experience, providing potential visitors with the information they need to decide whether the TPE Places are destinations that are worth the trip, both in time and money.

OBJECTIVE 3.1 MARKETING TO ENHANCE VISIBILITY AND GROW AUDIENCES

Market TPE as a destination that showcases the Piscataway People to attract residents and visitors to experience Piscataway history and culture.

A major focus of the TPE marketing effort would be to market the heritage area as a destination experience that showcases the Piscataway history and culture. The TPE ME would develop and implement an identity and branding plan that would establish a consistent message as to what TPE is and what it has to offer. Technology would be used to build visibility and grow audiences, including development of a new website dedicated exclusively to TPE, incorporating the new branding and identity, and providing links to the websites of the TPE Partners and tourism-related businesses.

Marketing efforts would focus on working with partners, particularly the destination marketing organizations (DMOs)(Calvert County Tourism, Charles County Office of Tourism, Prince George's County Conference and Visitors Bureau, St. Mary's County Division of Tourism, and Visit Annapolis and Anne Arundel County).

Working with the DMOs, the TPE ME would support efforts to maximize existing and new public and private financial investment in heritage tourism in Southern Maryland; this would be accomplished in part by providing information on the economic benefits associated with investments in the TPE program. Finally,

to build visibility, the TPE ME would collaborate with partners to implement mutually beneficial strategies for cooperative advertising, ad placements, and promotional tactics that promote visitation to the Southern Maryland, as a whole.

Through Piscataway Eyes Identity and Branding

The TPE ME would implement an integrated approach to establishing a consistent TPE identity and branding for use in developing TPE interpretive media, TPE wayfinding signage, and marketing and promotional materials.

Action 3.1.1a Create and implement a TPE identity and branding plan, applying recommendations to all program materials, website, marketing materials, and published materials.

Action 3.1.1b Develop guidelines for use of the TPE identity and branding by TPE Partners, including the logo, tagline, and other branding elements; distribute the logo, tagline, and branding elements to TPE partners who are members of the TPE Registry of Places.

Communications

On a regular basis, the TPE ME would reach out to TPE Partners, stakeholders, residents, and visitors using a variety of media and techniques, broadening the scope of communications as the TPE program grows.

Action 3.1.2a Complete and implement an annual communications plan, including:

- upcoming communications opportunities
- audiences
- messages and desired outcomes for each audience
- activities (priorities, timing considerations, resources needed for the website, social media and evolving digital technologies, print media, promotions, events, annual report, and materials to support the TPE development plan)
- media outreach (reaching audiences through media releases, editorial board meetings, familiarization tours, press conferences, invitations to events, special previews, etc.)

Action 3.1.2b Participate in efforts to develop common calendars of events on the DMO websites, the Southern Maryland Heritage Area website; and the Maryland Office of Tourism Development calendar; support efforts to revise consistently the calendars on a seasonal basis providing visitors with accurate and current information on TPE experiences.

Using Technology to Build Visibility and Grow Audiences

The TPE ME would use the internet to reach visitors and to enhance the TPE visitor experience.

Action 3.1.3a Create a new TPE dedicated website, incorporating the TPE identity and branding messages. Include on the TPE website:

- a section that provides a general TPE thematic overview, TPE visitor itineraries, and links to TPE Key Partner websites
- an interactive, GIS-based visitor experience map showcasing TPE experiences at TPE Places
- a calendar of TPE events

Action 3.1.3b Improve TPE visibility on the internet through search engine optimization.

Action 3.1.3c Encourage TPE Partners to provide, on their websites and in other digital media, links to the TPE website.

Action 3.1.3d Encourage local businesses to provide, on their websites and in other digital media, links to the TPE website.

Partnering with Destination Marketing Organizations

To enhance awareness of Through Piscataway Eyes, the TPE ME would develop a strong partnership with the DMOs in Prince George's County, Anne Arundel County, and the Southern Maryland Counties.

Action 3.1.5a Provide the DMOs with messaging and interpretive materials that allow them to easily fold TPE marketing into their regular work.

Action 3.1.5b Seek advice and guidance from the DMOs on the TPE ME's annual TPE work plan and incorporate their recommendations; share annual TPE work plans and annual reports reciprocally with the DMOs.

Action 3.1.5c Collaborate with the DMOs during development of their annual marketing plans to ensure that plans submitted for funding to the Maryland Office of Tourism Development address how TPE would be marketed.

Tourism Product Investment and Advocacy

The TPE ME would also routinely advise elected officials, policy makers, heritage and cultural institutions, civic leaders, and the general public on the economic benefits associated with investment in the TPE tourism product.

Action 3.1.6a Determine how to track economic impact via investments made in the TPE tourism product; track economic impact.

Action 3.1.6b Include economic impact information in the TPE ME annual report and share that report broadly.

Promotion and Advertising

Promoting and advertising TPE would help expand public awareness and attract TPE visitors. Because advertising is typically quite expensive, the TPE ME would seek to integrate its advertising with that of other attractions in Southern Maryland.

Action 3.1.7a Collaborate with TPE partners and other

heritage partners in Southern Maryland to develop and implement annual, mutually beneficial strategies for cooperative advertising, ad placement in individual visitor guides, and other promotional tactics to gain recognition and market share for Southern Maryland, in general, and for Through Piscataway Eyes.

Action 3.1.7b Identify and implement other affordable means of advertising Through Piscataway Eyes that would be done independent of others.

Public Relations

One of the best ways to market Through Piscataway Eyes would be through a public relations campaign. Third party endorsements generally provide more credibility because potential customers hear about attractions from other sources.

Action 3.1.8a Develop relationships with local newspapers and television stations that will become a primary means of distributing TPE marketing products.

Action 3.1.8b Organize and conduct an education tour of TPE Places for local officials.

Action 3.1.8c Periodically host TPE community open houses at a TPE Place within each focus area.

OBJECTIVE 3.2 ORIENTATION AND WAYFINDING

Guide visitors and residents as they experience Through Piscataway Eyes using orientation, and wayfinding that provide consistent messaging and branding.

Orientation at TPE Anchors and Satellites

Each of the five TPE Anchors would provide orientation to the overall TPE program, with an emphasis on orientation to the TPE Satellites within the anchor's focus area.

Other visitor centers at heritage partner sites in Southern Maryland would distribute the TPE guide and travel itineraries. The TPE ME would provide training to staff and volunteers at TPE Partner sites and at the other heritage partner sites on what TPE offers, how visitors and residents could best experience it, and how to develop consistent messaging for the TPE program at these locations.

Action 3.2.1a Establish a primary TPE visitor contact facility at one site within each focus area; in the future, relocate the primary TPE visitor contact facility to the new Piscataway Indian Center at Chapel Point State Park

Action 3.2.1b Collaborate with TPE Key Partners to provide visitor orientation to Through Piscataway Eyes at existing visitor centers and visitor contact facilities at TPE Anchors and TPE Satellites.

Action 3.2.1c Provide training and familiarization tours to TPE Partner staff and volunteers on Through Piscataway Eyes and how visitors and residents can best experience it.

Other Regional Visitor Centers and Other Visitor Facilities

Other visitor centers in the region would be encouraged to provide orientation to Through Piscataway Eyes.

Action 3.2.2a Collaborate with the DMOs to explore opportunities for providing orientation to Through Piscataway Eyes at other regional visitor centers in Southern Maryland, Prince George's County, Annapolis, Baltimore, and Washington, DC.

Action 3.2.2b Provide visitor centers and other heritage sites in the region with a TPE rack card with links to the TPE website.

Action 3.2.2c Explore opportunities to install a TPE exhibit or kiosk at Baltimore-Washington Airport (BWI); design, fabricate, and install, as appropriate.

Signage Guidelines and Priorities

Collaborate with TPE Key Partners and the Maryland State Highway Administration (MD SHA) to design and implement wayfinding signage.

Action 3.2.3a Work with the MD SHA to include TPE places in the Tourism Area Corridor (TAC) sign program and add TAC signs to assist with wayfinding for TPE sites.

OBJECTIVE 3.3 VISITOR SERVICES

Enhance visitor services that support positive experiences for visitors to Through Piscataway Eyes Places.

Working with Businesses

The TPE ME would provide assistance to businesses that could serve TPE visitors.

Action 3.3.2a Develop and implement a program that provides a venue for businesses to market themselves to TPE visitors.

Action 3.3.2b In collaboration with the Southern Maryland Heritage Area, encourage heritage tourism businesses that could provide TPE visitor services to take advantage of Maryland Heritage Area Authority loans for capital projects and business development and Maryland Department of Commerce loans and technical assistance.

Action 3.3.2c Consider creating a TPE product line with businesses and local partners; seek advice and guidance and potentially partner with Maryland Traditions on the effort.

Action 3.3.2d Implement a "heritage ambassadors" program for businesses in order to encourage visitor-serving businesses to positively represent the Through Piscataway Eyes.

5.4 Stewardship of Piscataway Heritage Resources

Goal 4: Stewardship of Piscataway Heritage Resources

Promote and facilitate stewardship of Piscataway heritage resources to support interpretation and appreciation of Piscataway history and culture.

Stewardship of Piscataway heritage resources would focus on identification, conservation, and protection of Piscataway archaeological resources and indigenous cultural landscapes. The TPE ME would work collaboratively with TPE Partners, concentrating on increasing public appreciation of Piscataway heritage resources, identifying threats to those resources, and implementing resource protection strategies. The TPE ME would also seek to understand the scope of Piscataway collections that exists today and develop a strategy for future access to the collections for use in the TPE program.

OBJECTIVE 4.1 PUBLIC APPRECIATION OF PISCATAWAY HERITAGE RESOURCES

Increase public appreciation of Piscataway heritage resources and the needs and benefits of preserving Piscataway archaeological resources and indigenous cultural landscapes.

Public Awareness

By disseminating information, supporting educational programs and events, and advocacy, the TPE ME would increase public appreciation of Piscataway heritage resources. Information on Piscataway heritage resources would be available on a new TPE website, in social media, and through print publications. Key stewardship issues would be identified by working with local preservation and conservation organizations, and communicated to TPE Partners, heritage partners, residents, and visitors through TPE educational workshops, programs, and events. The TPE ME would support advocacy for Piscataway heritage resource stewardship by participating in advocacy days, actively engaging local officials to provide insight and commentary on stewardship issues, encouraging local grantmakers to fund resource stewardship projects, and by engaging in county and state planning processes to ensure that measures to strengthen stewardship of Piscataway heritage resources are included in all public plans.

Action 4.1.1a Assemble a library of existing studies documenting Piscataway archaeological resources and their significance.

Action 4.1.1b Provide information on Piscataway heritage resources on the PCT website, in social media, and through print publications.

Action 4.1.1c Work with local archaeologists, and preservation and conservation organizations to identify and communicate key stewardship issues related to Piscataway heritage resources to TPE Partners, residents, and visitors.

Action 4.1.1d Host or co-host educational workshops, programs, and events related to the identification and protection of Piscataway heritage resources.

Action 4.1.1e Participate in advocacy days coordinated by historic preservation organizations and by conservation and natural resource organizations.

Action 4.1.1f Actively engage local elected officials to provide insight and commentary on stewardship issues related to Piscataway heritage resources.

Action 4.1.1g Develop a network of contacts in local government agencies and state and federal agencies engaged in planning studies and management activities affecting Piscataway heritage resources; establish routine communications for purposes of staying informed on relevant activities.

Action 4.1.1h Engage as an active stakeholder in planning efforts and special studies affecting Piscataway heritage resources, when deemed appropriate.

OBJECTIVE 4.2 PISCATAWAY ARCHAEOLOGICAL RESOURCE PROTECTION

Promote and facilitate conservation of Piscataway archaeological resources.

Piscataway Archaeological Resource Identification

Archaeological studies have confirmed the occurrence of American Indian archaeological resources at all TPE Phase 1 Places. Studies have confirmed evidence of human habitation ranging from temporary hunting and fishing campsites to more permanent villages and towns. Some have a long continuum of occupation, i.e., from Early Archaic through Late Woodland periods (6000 BC to AD 1600), of which a few extend into post-European contact. Others are more closely associated with single events such as fort construction. Evidence of occupation includes many kinds of stone and ceramic artifacts as well as larger features such as shell middens.

Although archaeological surveys have been conducted at most TPE places, additional archaeological work remains to be undertaken, ranging from more in-depth analyses of previously recorded sites to exploring new ones. Ongoing research would be indispensable to the TPE program. As demonstrated by recent archaeological surveys such as at Merkle Wildlife Sanctuary (Strickland 2016b), Zekiah Fort (Flick et al 2012) and Choptico Indian Town (King et al 2014), such projects are essential to identifying, interpreting and protecting significant archaeological sites at the TPE Phase I Places and future TPE Places that may warrant inclusion in the TPE portfolio. Presently, archaeological research is underway or planned for three TPE Phase 1

Places (Jug Bay Wetlands Sanctuary, Newtowne Neck State Park, and Biscoe Gray Heritage Farm).

To date, research has occurred primarily on a site-by-site basis, often driven by intermittent funding. The TPE program would benefit significantly from a coordinated initiative to identify further research needs of Phase I places as well as a funding strategy to undertake research projects. The TPE Host Partners Consortium would participate in that effort.

Action 4.2.1a Collaborate with TPE Partners to identify locations at TPE Phase I Places where collection of additional field data is needed to confirm the occurrences of American Indian archaeological resources; seek funding to collect field data; complete field studies and documentation.

Archaeological Resource Protection

Of particular interest would be collaborating with TPE Partners, professional archaeologists, and others, to identify Piscataway archaeological resources within TPE Places that are in need of protection, and to explore and implement options for providing protection.

Action 4.2.2a Working with TPE Partners, assess specific resource protection needs at TPE Phase 1 Places; identify actions needed; seek funding to support protection actions; implement protection actions.

Action 4.2.2b Working with TPE Partners and private landowners of Piscataway archaeological sites, assess specific resource protection needs; identify actions needed; seek funding to support protection actions; implement protection actions, as permitted by landowners.

Action 4.2.2c Develop and implement a voluntary archaeology stewardship program for public and private landowners whose properties have documented occurrences of Piscataway archaeological sites.

Action 4.2.2d Provide technical assistance to landowners and others for archaeological resource conservation grants and easements with MD MHT, the Archaeological Conservancy, and others.

Action 4.2.2e Develop and implement a monitoring program for Piscataway archaeological resources.

OBJECTIVE 4.3 PISCATAWAY MUSEUM COLLECTION MANAGEMENT

Establish a Piscataway museum collection (including tribal archives) and utilize best practices for collections management.

Piscataway Museum Collection Management

In the future, the TPE ME should collaborate with the TPE Partners, tribal members, and others to collect, protect, preserve, and provide access to Piscataway artifacts and objects, specimens, archives, and manuscripts that contribute to an understanding of Piscataway history and culture.

Action 4.3.1a Complete an inventory of TPE Places and other locations where Piscataway artifacts are housed.

Action 4.3.1b Collaborate with sites having Piscataway artifacts to understand the content of collections, curation status, and curation needs; work with partners to address curation needs.

Action 4.3.1c Seek to compile Piscataway artifacts and objects that are dispersed among members of the Piscataway tribal community.

Action 4.3.1d Develop a collections management plan for the Piscataway tribal collection; seek funding; implement the plan.

Action 4.3.1e Work with partners to explore options for the TPE ME to utilize collections to support TPE programs.

OBJECTIVE 4.4 INDIGENOUS CULTURAL LANDSCAPES PROTECTION

Promote and facilitate conservation of indigenous cultural landscapes within the Piscataway homeland in Southern Maryland.

Natural resource protection and conservation management actions would focus on promoting identification and protection of indigenous cultural landscapes (ICLs) in Southern Maryland. The TPE program should support a coordinated ICL initiative in Southern Maryland, one involving the National Park Service and institutions already involved in ICL research, such as St. Mary's College and the University of Maryland. Other partners should include representatives from Maryland's Program Open Space, county planning agencies, and land trusts active in Southern Maryland, such as The Conservation Fund.

In 2013, portions of Charles, Prince Georges and St. Mary's counties were among seven Maryland counties recognized as endangered indigenous landscapes by Preservation Maryland, a nonprofit organization dedicated to preserving Maryland's heritage. They include three indigenous landscapes in Southern Maryland, associated with the Piscataway, Mattawoman, Choptico, Pamunkey and related Indians. The individual landscapes range from about 300 acres to upwards of 16,000 acres, comprising lands within longstanding Indian territories and set aside for indigenous use by the colonial proprietary government.

In recent years, the National Park Service and others have led several initiatives to develop the concept of indigenous cultural landscapes (ICLs) as a means of

identifying large landscapes as seen from the American Indian perspective at the time of first contact with Europeans. Rather than confined to individual sites, ICLs represent a holistic view of tribal homelands, encompassing all of the resources that would have supported historic lifestyles and settlement patterns of American Indians.

One of the concept's origins was the Chesapeake Bay Executive Order of 2009 that provided an indigenous perspective of large landscapes. It was identified in the Comprehensive Management Plan for the Captain John Smith Chesapeake National Historic Trail (NPS 2010), and subsequently incorporated into the trail's Conservation Strategy (NPS 2013). Subsequent work on the concept has included: a prototype ICL mapping methodology for the Nanticoke River watershed (Sullivan et al 2013a and 2013b) and ICL studies of the Nanjemoy and Mattawoman Watersheds (Strickland et al 2015). In 2016, the National Park Service released a report identifying priority watershed areas for mapping ICLs in the Chesapeake region (Strickland et al 2016a). In Southern Maryland, its priorities include: Pamunkey River, Mattaponi River, Patuxent River, Potomac River (Port Tobacco to Point Lookout), and Potomac River (from Washington DC to Port Tobacco).

Indigenous Cultural Landscapes at TPE Phase 1 Places

Although a systematic analysis of ICLs has yet to be undertaken for Southern Maryland, consideration of "evocative landscapes," i.e., those encompassing woodlands and wetlands, were included in the process used to identify TPE Phase 1 Places. As a result, nearly all of those places have ICL attributes. A more comprehensive ICL assessment of TPE Phase 1 Places should be undertaken, possibly in conjunction with preparation of visitor experience plans.

Action 4.4.1a In collaboration with the TPE Phase 1 Partners, seek funding and technical assistance to complete analysis of ICLs at TPE Phase 1 places; conduct analyses; develop and implement conservation strategies to protect identified ICLs; revise visitor experience plans to utilize ICLs to tell TPE stories, as appropriate.

Indigenous Cultural Landscapes in Southern Maryland

In addition to analyses of individual TPE places which will mostly focus on smaller ICL "patches," an assessment should also be undertaken in a larger landscape context. Among other landscape features, it may identify relatively intact natural corridors such as "transportation tributaries" (an ICL criterion) that could connect multiple TPE places. Therefore, the ICL concept could offer significantly enhanced visitor experiences at both site and landscape scales. It would also provide the basis for areawide conservation strategies extending beyond individual sites.

Action 4.4.2a Support ongoing efforts to complete analyses of ICLs in all Southern Maryland watersheds; develop conservation strategies to protect identified ICLs as analyses are completed; collaborate with conservation partners to protect ICLs determined to be "endangered"; integrate larger scale ICLs in Southern Maryland into the TPE interpretive framework and stories, as appropriate.

5.5 Action Plan

FUTURE PLAN IMPLEMENTATION

Full implementation of the TPE Master Plan will be several years in the future and will depend upon securing funding and support from a variety of sources.

Table 5.2 compiles the actions listed in sections 5.1 through 5.4. Each action is assigned to either FY17, FY18, FY19, or later. Table 5.2 also indicates where each action is either:

- a TPE ME in-house action—actions which the TPE ME would implement as the primary partner with little or no involvement of partners—the TPE ME would be the project lead.
- a collaborative action—actions which would require participation and/or support from one or more partners; the TPE ME might or might not be the project lead.

Table 5.2 also indicates the partners who would be involved in actions that would be collaborative in nature.

Note that *TPE Master Plan* recommended actions and the potential roles and responsibilities of partners are conceptual and do not obligate the TPE ME or any of the TPE Key Partner and other TPE Partners to fund or allocate resources.

PROJECT COSTS

Table 5.3 presents estimated costs for management actions for FY 17, FY18, and FY19. Project costs are either recurring or capital. Recurring costs are generally associated with staff time and TPE ME routine operations. Other costs are one-time costs, generally associated with hiring contractors to assist with developing plans, providing technical support for website development, designing and printing/fabricating interpretive media and signage, hosting events, program costs, etc. All costs shown are estimates and subject to refinement during future detailed planning for each action.

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Goal 1 Through Piscataway Eyes Organizational Management								
Objective 1.1 TPE Management Organization								
TPE Management Entity (short-term)—Coordinating Council (the Council)								
1.1.1a	Establish a coordinating council as the short-term management entity to implement initial TPE implementation actions recommended for 2017 (as noted in table 5.2 of the TPE Master Plan).	X				X		
1.1.1b	Develop and implement a work plan for TPE implementation actions recommended for 2017.	X				X		
1.1.1c	Reach out to the First Nations Development Institute (www.FirstNations.org) for technical assistance; based on knowledge gained, incorporate appropriate actions into the TPE implementation plan.	X				X		
1.1.2d	Consider meeting with other tribes who have developed similar heritage tourism experiences for technical assistance, such as the Seminole and Iroquois (who have offered assistance during the course of completing the *TPE Master Plan)*; based on knowledge gained, incorporate appropriate actions into the TPE implementation plan.	X				X		
TPE Management Entity (long-term)—TPE ME								
1.1.2a	Develop a work plan to move forward with alternative 1, establishing the TPE management entity that will be responsible over the long-term for TPE development and management.	X				X		
1.1.2b	Establish the new TPE management entity as a 501(c)3 nonprofit organization in the state of Maryland.	X				X		
1.1.2c	Establish subcommittees of the TPE Management Committee, including: - finance and fundraising - visitor experience - education - resource protection - marketing	X				X		
1.1.1d	Consider meeting with other tribes who have developed similar heritage tourism experiences for technical assistance, such as the Seminole, Cherokee, and Iroquois (who have offered assistance during the course of completing the *TPE Master Plan)*; based on knowledge gained, incorporate appropriate actions into the TPE implementation plan.	X				X		

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
TPE Staff								
1.1.3a	Secure funding to support up to 1.5 staff, including a TPE program coordinator (1.0 full-time equivalent (FTE)) and fundraising specialist (0.5 FTE).	X	X	X	X	X		
1.1.3b	Use professional contractors in lieu of hiring additional staff; develop and implement procedures for selecting contractors and securing contracts.		X			X		
Objective 1.2 Funding								
Fundraising Strategy								
1.2.1a	Establish a TPE development committee of the TPE ME board responsible for overseeing preparation and implementation of a development plan.	X				X		
1.2.1b	Prepare for development planning by assessing internal factors that affect the TPE management entity's readiness for development, assessing external factors that affect the TPE management entity's approach to development, and defining the prospective donor pool.	X				X		
1.2.1c	Prepare a long-term (5-year) TPE development plan with accompanying annual work plans with the goal of integrating development into all aspects of programs and operations.	X					X	contractor (fundraising)
1.2.1d	Update the TPE long-range development plan on a regular basis to maintain a time horizon beyond the annual work plan of at least three years.		X	X	X	X		contractor (fundraising)
1.2.1e	Establish restricted special funds to support critical elements of the TPE development program.	X	X	X	X	X		
1.2.1f	Build staff, board member, and volunteer fundraising capacity by taking advantage of free services offered by philanthropic organizations to support nonprofits in fundraising.	X	X	X	X		X	philanthropic organizations supporting nonprofit fundraising
1.2.1g	Provide training to TPE staff, board members, and volunteers in all development skills.	X	X	X	X		X	contractor (fundraising)
1.2.1h	Develop a prospectus to market Through Piscataway Eyes to decision-makers, potential donors, etc.	X					X	contractor (fundraising)

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Maryland Heritage Areas Program Funding – Project Grants								
1.2.2a	Identify TPE projects within the Southern Maryland Heritage Area that are potentially eligible for MHAA marketing grants and non-capital project grants, and programming project grants; submit one or more competitive applications for identified projects during each grant funding cycle.	X	X	X	X	X	X	TPE Partners in the Southern Maryland Heritage Area Southern Maryland Heritage Area
1.2.2b	Identify TPE projects within the Southern Maryland Heritage Area that have the potential to qualify as capital projects that target investment; collaborate with partners to develop master plans, management strategies, and funding plans for identified projects; submit applications to MHAA for capital grants for identified projects.	X	X	X	X	X	X	TPE Partners in the Southern Maryland Heritage Area Southern Maryland Heritage Area
1.2.2c	Implement actions to encourage TPE Partners to submit competitive grant applications (for TPE projects) for MHAA project grants during each grant funding cycle.	X	X	X	X	X	X	TPE Partners in the Southern Maryland Heritage Area Southern Maryland Heritage Area
Community Foundation Grants								
1.2.3a	Become familiar with Maryland Community Foundations and make contact with fund managers, particularly at the Community Foundation of Southern Maryland, that could potentially fund TPE projects.	X	X	X	X	X		
1.2.3b	Develop and implement a grant application strategy to maximize the potential to receive funds from community foundations.	X	X	X	X	X		
Other Grants								
1.2.4a	Continuously research grant opportunities available through government, private foundation, and corporate grant programs.	X	X	X	X	X		
1.2.4b	Identify staff and volunteer grant writing training needs and seek training, as appropriate.	X					X	contractor (grant writing training)
1.2.4c	Identify and prepare a set of standard deliverables needed to support grant applications.	X				X		
1.2.4d	Set and meet annual targets for grant applications through government, private foundation, and corporate grant programs.	X	X	X	X	X		
Earned Income								
1.2.5a	Explore opportunities for earned income from commercial activities that would be compatible with the desired TPE experiences at TPE places.			X		X	X	local businesses along TPE travel routes

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Private Giving								
1.2.6a	Set and meet an annual target for private giving (as part of the fundraising strategy (actions 1.2.1a to 1.2.1i)).	X				X		
1.2.6b	Develop a private donor nurturing and engagement plan with regular communications.	X				X		
1.2.6c	Request support annually from all potential private donors and develop targeted specific "asks" when feasible.	X	X	X	X	X		
Objective 1.3 Partnerships								
TPE Key Partners and Other TPE Partners								
1.3.1a	Develop and implement a TPE cooperative agreement that sets forth the purposes and guiding principles under which the TPE ME and TPE Phase 1 Key Partners would participate in developing the overall TPE experience.	X				X	X	TPE Key Partners Other TPE Partners
1.3.1b	Develop a model memorandum of understanding between the TPE ME and each Key Partner that outlines responsibilities and assumptions for development and implementation of TPE program elements/visitor experience plans at TPE Phase 1 places.	X					X	TPE Key Partners Other TPE Partners
1.3.1c	Work closely with key partners to maximize funding, particularly grant support, and technical assistance to support the TPE program.		X	X	X		X	TPE Key Partners
TPE Partners Consortium								
1.3.2a	Formalize the TPE Partners Consortium as an entity to support development and ongoing implementation to TPE programs and experiences.		X				X	TPE Key Partners Other TPE Partners
1.3.2b	Conduct regularly scheduled meetings of the TPE Partners Consortium.		X	X	X		X	TPE Key Partners Other TPE Partners
1.3.2c	Implement routine communications among members of the TPE Partners Consortium, including routine TPE e-blasts and a TPE Partners Consortium link on the TPE website.		X	X	X		X	TPE Key Partners Other TPE Partners
TPE Advisors								
1.3.3a	Identify technical assistance needed by the TPE ME and the TPE Key Partners to develop and sustain the TPE program.	X					X	TPE Key Partners
1.3.3b	Identify and approach individuals with specific needed technical expertise.	X				X	X	TPE Key Partners
1.3.3c	Formalize the TPE Advisors as an entity available on an as needed basis to assist with developing and sustaining the TPE program.		X				X	TPE Key Partners Other TPE Partners

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
TPE Friends								
1.3.4a	Examine alternative models for the TPE Friends and select one for implementation.			X		X		
1.3.4b	Identify a pool of volunteers with an interest in establishing the TPE Friends and select from that pool a group of people who will form the TPE Friends Board of Directors.			X			X	prospective TPE Friends
1.3.4c	Assist the TPE Friends Board of Directors with establishing the TPE Friends as a Section 501(c)3 nonprofit organization in Maryland.			X			X	TPE Friends
1.3.4d	Assist the TPE Friends with soliciting volunteer members.			X			X	TPE Friends
1.3.4e	Collaborate with the TPE Friends to identify and implement specific volunteer services to be provided at each of the TPE Phase 1 places.			X			X	TPE Friends
Registry of TPE Places								
1.3.5a	Establish a Registry of TPE Places for places that offer TPE experiences consistent with the Comprehensive Interpretive Plan and a TPE Visitor Experience Plan.			X		X		
Goal 2 Through Piscataway Eyes Interpretation								
Objective 2.1 Interpretive Planning								
Comprehensive Interpretive Plan								
2.1.1a	Develop and implement a TPE comprehensive interpretive plan (CIP) that provides a 5- to 10-year vision for the TPE interpretive and educational program.	X				X		contractor (interpretive planning)
Annual Interpretive Plan								
2.1.2a	Develop and implement an annual implementation plan (AIP), charting short-range actions which will achieve the long-range vision for TPE interpretive and education programs.		X	X	X	X		contractor (interpretive planning)
Interpretive Database								
2.1.3a	Identify and assemble plans, documents, inventories, images, photos, and drawings needed to support interpretive planning and development of interpretive media.	X	X	X	X	X		
Objective 2.2 Presentation of Piscataway Stories								
Unified TPE Storytelling								
2.2.1a	Meet with TPE Partners periodically during development of the TPE comprehensive interpretive plan (CIP) to obtain input and to report progress and outcomes.	X					X	contractor (interpretive planning) TPE Partners

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
2.2.1b	Make digital and hard copies of the final TPE comprehensive interpretive plan (CIP) available to TPE Partners.		X			X		
2.2.1c	Develop and distribute a poster that summarizes and illustrates the TPE interpretive framework.		X				X	contractor (interpretive planning)
Working with TPE Places that are Museums where American Indian Stories are Already Told								
2.2.2a	Meet with TPE Phase 1 museums to identify specific next steps at each museum to prepare for integrating TPE stories with existing and planned exhibits and programs.	X					X	TPE Key Partners (museums)
2.2.2b	Over the short term (prior to completion of the TPE CIP), for TPE Phase 1 museums that are moving forward with planning new exhibits and programs in the next one to two years, assist with bringing the Native perspective to those efforts.	X					X	TPE Key Partners (museums)
2.2.2c	Following completion of the TPE comprehensive interpretive plan (CIP), meet with museums to present the CIP and to revisit actions needed to integrate TPE stories with existing and planned exhibits and programs.		X				X	contractor (interpretive planning) TPE Key Partners (museums)
2.2.2d	As needed, assist TPE Phase 1 museums with integrating TPE stories with existing and planned exhibits and programs.		X	X	X		X	contractor (interpretive planning) TPE Key Partners (museums)
Creating TPE Experiences at TPE Phase 1 Places								
2.2.3a	Meet with each of the eleven TPE Phase 1 Places, for which conceptual visitor experience plans were completed as part of the TPE master planning process, to confirm interest in moving forward with developing and implementing final TPE visitor experience plans; prioritize final TPE visitor experience plans to be completed.	X					X	TPE Key Partners
2.2.3b	Seek funding from one or more sources to complete final visitor experience plans for each of the eleven TPE Phase 1 Places; once funding is secured, complete each final visitor experience plan. As part of the planning process, explore developing TPE interpretive media, exhibits, and waysides.	X	X	X	X		X	TPE Key Partners Southern Maryland Heritage Area contractor (visitor experience planning)
2.2.3c	Seek funding to implement the final visitor experience plans for each of the eleven TPE Phase 1 Places; once funding is secured, complete each final visitor experience plan.		X	X	X		X	TPE Key Partners Southern Maryland Heritage Area contractors (variable—for implementation of interpretive media, visitor facilities, programs, special events, etc. included in final visitor experience plans)

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Zekiah Fort Phase 2								
2.2.4a	In collaboration with Charles County, assess interest in and feasibility of accomplishing the phase 2 concept for Zekiah Fort.		X				X	Charles County
2.2.4b	If there is interest in proceeding with the phase 2 concept for Zekiah Fort, revisit recommendations for the TPE visitor experience presented in the *TPE Master Plan*; refine concept plan; develop a funding strategy; secure funding; implement the concept plan.			X			X	Charles County contractors (landscape design, fundraising)
Piscataway Indian Center								
2.2.5a	Continue to explore options with the Maryland Park Service for developing a new Piscataway Indian Center at Chapel Point State Park; if the center cannot be located at Chapel Point State Park, pursue options for an alternative location.	X					X	Maryland Park Service Charles County
2.2.5b	Develop a conceptual plan and preliminary program for the Piscataway Indian Center, including preliminary cost estimates for construction and ongoing operations.		X				X	Maryland Park Service Charles County
2.2.5c	Develop a case statement as the foundation of a capital campaign for the Piscataway Indian Center.	X					X	contractor (fundraising)
2.2.5d	Develop a capital campaign plan that identifies the fundraising and outreach activities needed to raise money for constructing the Piscataway Indian Center and endowing its operations.		X				X	contractor (fundraising)
2.2.5e	Once funding is secured, move forward with construction of the Piscataway Indian Center.				X		X	Maryland Park Service Charles County
Objective 2.3 Interpretive Messaging								
Website and Social Media Interpretation								
2.3.1a	On the TPE website, present a comprehensive overview of the TPE vision, purpose, significance, and thematic framework for interpretation.		X			X		
2.3.1b	On the TPE website, orient visitors to Through Piscataway Eyes by providing pre-visit information to visitors and residents wishing to explore the TPE places.		X	X	X	X		
2.3.1c	Develop a brief video that orients residents and visitors to Through Piscataway Eyes and that uses the interpretive framework to provide information on Piscataway history and culture; distribute the video through a dedicated TPE YouTube channel.			X		X		

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Interpretive Media, Exhibits, and Interpretive Panels (Waysides)								
2.3.2a	Design, seek funding for, print, and distribute a TPE map and guide as the primary interpretive tool for the TPE experience: - include an overview of Through Piscataway Eyes—its purpose, significance, and primary interpretive themes and stories, and an overview of Piscataway history and culture - include maps for orientation and wayfinding - design the guide to include a discrete section for each TPE Place, designed to be printed as a stand-alone guide for distribution at each TPE Place for use by visitors who do not have access to the entire guide - design the guide for easy revision as final visitor experience plans are developed and implemented at the TPE Places			X			X	National Park Service Southern Maryland Heritage Area
Objective 2.4 Programs and Events								
Travel Itineraries and Tours								
2.4.1a	Develop a series of travel itineraries linking TPE Places within the five TPE Focus Areas.			X		X		
2.4.1b	Make the itineraries available in downloadable online format, suitable for both in-person use and "virtual visitors."			X		X		
2.4.1c	Explore ways in which users of the TPE website could create custom itineraries based on themes, locations, and interests; implement custom itineraries, if feasible.			X		X		
2.4.1d	Support TPE Partners to enhance their existing tours and to develop new heritage tours to tell TPE stories.			X			X	TPE Key Partners
Special Events								
2.4.2a	Develop a plan for hosting a series of annual TPE special events tied to the TPE interpretive framework, to be hosted by the tribal community at TPE Places in all five focus areas on an ongoing basis during the year; seek funding and volunteers to host events; implement events as the TPE ME's capacity evolves.	X	X	X			X	TPE Key Partners
Programming								
2.4.3a	As part of creating final visitor experience plans for TPE places, create and launch programs for the general public, school groups, and other groups (e.g. scouts, camps, churches, families) associated with specific TPE places, Piscataway resources, and stories.			X	X		X	TPE Key Partners

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Objective 2.5 Education								
Education								
2.5.1a	Gather existing education curricula related to American Indians in Maryland.			X		X		
2.5.1.b	Identify educational programs in Southern Maryland that could utilize the Piscataway curricula and/or TPE educational programs to meet educational goals; pursue relationships with those programs.			X			X	local schools
2.5.1c	Conduct outreach to Southern Maryland schools to identify opportunities for educational programs that foster appreciation of Piscataway history and culture.			X			X	local schools
2.5.1d	Identify potential collaborations with cultural institutions in Southern Maryland that could utilize TPE educational programs to meet mission and educational goals; pursue relationships with those institutions.			X			X	local cultural institutions
2.5.1e	Convene a broadly representative council of qualified educators and interpreters to advise the TPE ME on issues and programming related to education.			X			X	professional educators and interpreters
2.5.1f	Based on knowledge gained through research and collaboration, develop a long-term strategic plan for TPE educational programming.			X			X	professional educators and interpreters contractor (educator)
2.5.1g	Consistent with the strategic plan, develop new education curricula on Piscataway history and culture related to the TPE interpretive themes; make curricula available on the TPE website and through direct communication with schools and institutions.			X			X	professional educators and interpreters contractor (curriculum development)
2.5.1h	Conduct workshops to orient teachers to TPE education curricula and educational experiences available at TPE Places; provide continuing education units for workshops.			X			X	contractor (curriculum development)
Objective 2.6 Research								
General								
2.6.1a	Gather/inventory existing data and oral histories related to the TPE interpretive themes.			X		X		
2.6.1b	Identify research needed to further document Piscataway history; explore funding; provide grants for needed research.			X			X	contractors (historians/archaeologists)
Oral History Program								
2.6.2a	Become familiar with best practices for oral history programs.	X				X		
2.6.2b	Seek technical assistance from other tribal communities with successful oral history programs, such as the Seminole, Cherokee, and Iroquois.	X					X	

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
2.6.2c	Develop an oral history team composed of tribal volunteers; train team members in conducting oral history interviews.	X					X	contractor (oral history specialist)
2.6.2d	Develop and implement an oral history program that provides historical documents to support development of resource packages for TPE programs and interpretive media.	X					X	contractor (oral history specialist)
2.6.2e	Integrate stories and information about modern Piscataway culture from the oral history interviews into the interpretive framework, interpretive messages, and TPE programs and interpretive media.	X						
Piscataway Research Center								
2.6.3a	Collaborate with archaeologists at St. Mary's College and TPE Partners to assess the feasibility and potential support for development of a Center for Chesapeake Studies at St. Mary's College; assist project sponsors with moving forward with the center, as appropriate.	X					X	St. Mary's College of Maryland archaeologists
2.6.3b	As the new center is formed, establish a suitable role for the TPE ME as a Piscataway partner in the project and determine how the center would support the TPE program.		X	X	X		X	St. Mary's College of Maryland archaeologists
Goal 3 Through Piscataway Eyes Heritage Tourism and Marketing								
Objective 3.1 Marketing to Enhance Visibility and Grow Audiences								
Through Piscataway Eyes Identity and Branding								
3.1.1a	Create and implement a TPE identity and branding plan, applying recommendations to all program materials, website, marketing materials, and published materials.		X	X	X		X	contractor (branding/graphic standards)
3.1.1b	Develop guidelines for use of the TPE identity and branding by TPE Partners, including the logo, tagline, and other branding elements; distribute the logo, tagline, and branding elements to TPE partners who are members of the TPE Registry of Places.		X	X	X		X	TPE Key Partners
Communications								
3.1.2a	Complete and implement an annual communications plan, including: - upcoming communications opportunities - audiences - messages and desired outcomes for each audience - activities (priorities, timing considerations, resources needed for the website, social media and evolving digital technologies, print media, promotions, events, annual report, and materials to support the TPE development plan) - media outreach (reaching audiences through media releases, editorial board meetings, familiarization tours, press conferences, invitations to events, special previews, etc.)		X	X	X	X		

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
3.1.2b	Participate in efforts to develop common calendars of events on the DMO websites and the Southern Maryland Heritage Area website and the Maryland Office of Tourism Calendar; support efforts to revise consistently the calendars on a seasonal basis providing visitors with accurate and current information on TPE experiences.			X			X	destination marketing organizations Southern Maryland Heritage Area
Using Technology to Build Visibility and Grow Audiences								
3.1.3a	Create a new TPE dedicated website, incorporating TPEs identity and branding messages. Include on the TPE website: - a section that provides a general TPE thematic overview, TPE visitor itineraries, and links to TPE Key Partner websites - an interactive, GIS-based visitor experience map showcasing TPE experiences at TPE Places - a calendar of TPE events		X				X	contractor (website development)
3.1.3b	Improve TPE visibility on the internet through search engine optimization.			X	X		X	contractor (website development)
3.1.3c	Encourage TPE Partners to provide, on their websites and in other digital media, links to the TPE website.			X			X	TPE Partners
3.1.3d	Encourage local businesses to provide, on their websites and in other digital media, links to the TPE website.			X			X	local businesses providing visitor services along TPE travel routes
Partnering with Destination Marketing Organizations								
3.1.5a	Provide the DMOs with messaging and interpretive materials that allow them to easily fold TPE marketing into their regular work.			X	X		X	destination marketing organizations
3.1.5b	Seek advice and guidance from the DMOs on the TPE ME's annual TPE work plan and incorporate their recommendations; share annual TPE work plans and annual reports reciprocally with the DMOs.			X	X		X	destination marketing organizations
3.1.5c	Collaborate with the DMOs during development of their annual marketing plans to ensure that plans submitted for funding to the Maryland Office of Tourism Development address how TPE would be marketed.			X	X		X	destination marketing organizations
Tourism Product Investment and Advocacy								
3.1.6a	Determine how to track economic impact via investments made in the TPE tourism product; track economic impact.				X		X	destination marketing organizations Maryland Office of Tourism
3.1.6b	Include economic impact information in the TPE ME/TPE annual report and share that report broadly.				X	X		

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
Promotion and Advertising								
3.1.7a	Collaborate with TPE partners and other heritage partners in Southern Maryland to develop and implement annual, mutually beneficial strategies for cooperative advertising, ad placement in individual visitor guides, and other promotional tactics to gain recognition and market share for Southern Maryland, in general, and for Through Piscataway Eyes.			X			X	contractor (marketing)
3.1.7b	Identify and implement other affordable means of advertising Through Piscataway Eyes that would be done independent of others.			X			X	contractor (marketing)
Public Relations								
3.1.8a	Develop relationships with local newspapers and television stations that will become a primary means of distributing TPE marketing products.			X		X		
3.1.8b	Organize and conduct an education tour of TPE Places for local officials.				X		X	TPE Key Partners
3.1.8c	Periodically host TPE community open houses at a TPE Place within each focus area.				X		X	TPE Key Partners
Objective 3.2 Orientation and Wayfinding								
Orientation at TPE Anchors and Satellites								
3.2.1a	Establish a primary TPE visitor contact facility at one site within each focus area; in the future, establish the primary TPE visitor contact facility at Chapel Point State Park	X					X	Maryland Park Service
3.2.1b	Collaborate with TPE Key Partners to provide visitor orientation to Through Piscataway Eyes at existing visitor centers and visitor contact facilities at TPE Anchors and TPE Satellites.			X			X	TPE Key Partners
3.2.1c	Provide training and familiarization tours to TPE Partner staff and volunteers on Through Piscataway Eyes and how visitors and residents can best experience it.			X	X		X	TPE Key Partners TPE Friends
Other Regional Visitor Centers and Other Visitor Facilities								
3.2.2a	Collaborate with the DMOs to explore opportunities for providing orientation to Through Piscataway Eyes at other regional visitor centers in Southern Maryland, Prince George's County, Annapolis, Baltimore, and Washington, DC.			X	X		X	destination marketing organizations Southern Maryland Heritage Area
3.2.2b	Provide visitor centers and other heritage sites in the region with a TPE rack card with links to the TPE website.			X	X	X		contractor (graphic design)(printing)

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
3.2.2c	Explore opportunities to install a TPE exhibit or kiosk at Baltimore-Washington International Thurgood Marshall Airport (BWI); design, fabricate and install, as appropriate.				X	X		contractor (design, fabrication, installation)
Signage Guidelines and Priorities								
3.2.3a	Work with the MD SHA to include TPE Places in the TAC signage program and add TAC signs to assist with wayfinding to TPE sites.			X			X	TPE Key Partners Maryland State Highway Administration contractor (signage plan)
Objective 3.3 Visitor Services								
Working with Businesses								
3.3.2a	Develop and implement a program that provides a venue for businesses to market themselves to TPE visitors.				X		X	local businesses
3.3.2b	In collaboration with the Southern Maryland Heritage Area, encourage heritage tourism businesses that could provide TPE visitor services to take advantage of Maryland Heritage Area Authority loans for capital projects and business development and Maryland Department of Commerce loans and technical assistance.				X		X	local businesses Southern Maryland Heritage Area
3.3.2c	Consider creating a TPE product line with businesses and local partners; seek advice and guidance and potentially partner with Maryland Traditions on the effort.				X		X	local businesses Maryland Traditions
3.3.2d	Implement a heritage ambassadors program for businesses in order to encourage visitor-serving businesses to positively represent the Through Piscataway Eyes.				X		X	Southern Maryland Heritage Area
Goal 4 Stewardship of Piscataway Heritage Resources								
Objective 4.1 Public Appreciation of Piscataway Heritage Resources								
Public Awareness								
4.1.1a	Assemble a library of existing studies documenting Piscataway archaeological resources and their significance.	X					X	professional archaeologists Maryland Historical Trust
4.1.1b	Provide information on Piscataway heritage resources on the PCT website, in social media, and through print publications.			X		X		
4.1.1c	Work with local archaeologists, and preservation and conservation organizations to identify and communicate key stewardship issues related to Piscataway heritage resources to TPE Partners, residents, and visitors.	X					X	professional archaeologists Maryland Historical Trust National Park Service, Chesapeake Bay Office

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
4.1.1d	Host or co-host educational workshops, programs, and events related to the identification and protection of Piscataway heritage resources.			X			X	professional archaeologists Maryland Historical Trust National Park Service, Chesapeake Bay Office
4.1.1e	Participate in advocacy days coordinated by historic preservation organizations and by conservation and natural resource organizations.	X	X	X	X	X		
4.1.1f	Actively engage local elected officials to provide insight and commentary on stewardship issues related to Piscataway heritage resources.	X	X	X	X	X		
4.1.1g	Develop a network of contacts in local government agencies and state and federal agencies engaged in planning studies and management activities affecting Piscataway heritage resources; establish routine communications for purposes of staying informed on relevant activities.	X	X	X	X	X		
4.1.1h	Engage as an active stakeholder in planning efforts and special studies affecting Piscataway heritage resources, when deemed appropriate.	X	X	X	X		X	TPS Advisors
Objective 4.2 Piscataway Archaeological Resource Protection								
Piscataway Archaeological Resource Identification								
4.2.1a	Collaborate with TPE Partners to identify locations at TPE Phase I Places where collection of additional field data is needed to confirm the occurrences of American Indian archaeological resources; seek funding to collect field data; complete field studies and documentation.		X				X	professional archaeologists Maryland Historical Trust National Park Service, Chesapeake Bay Office
Archaeological Resource Protection								
4.2.2a	Working with TPE Partners, assess specific resource protection needs at TPE Phase 1 Places; identify actions needed; seek funding to support protection actions; implement protection actions.		X				X	TPE Key Partners Other TPE Partners
4.2.2b	Working with TPE Partners and private landowners of Piscataway archaeological sites, assess specific resource protection needs; identify actions needed; seek funding to support protection actions; implement protection actions, as permitted by landowners.		X				X	TPE Key Partners Other TPE Partners
4.2.2c	Develop and implement a voluntary archaeology stewardship program for public and private landowners whose properties have documented occurrences of Piscataway archaeological sites.				X		X	TPE Key Partners Other TPE Partners
4.2.2d	Provide technical assistance to landowners and others for archaeological resource conservation grants and easements with MD MHT, the Archaeological Conservancy, and others.				X		X	TPE Key Partners Other TPE Partners

Table 5.2 Through Piscataway Eyes—Action Plan

Action Ref #	Action	2017	2018	2019	Long Term	TPE Management Entity (TPE ME)	Collaboration	Project Partners (see figure 5.3)
4.2.2e	Develop and implement a monitoring program for Piscataway archaeological resources.				X		X	TPE Key Partners Other TPE Partners
Objective 4.3 Piscataway Museum Collection Management								
Piscataway Museum Collection Management								
4.3.1a	Complete an inventory of TPE Places and other locations where Piscataway artifacts are housed.	X				X		
4.3.1b	Collaborate with sites having Piscataway artifacts to understand the content of collections, curation status, and curation needs; work with partners to address curation needs.	X					X	TPE Key Partners Other TPE Partners
4.3.1c	Seek to compile Piscataway artifacts and objects that are dispersed among members of the Piscataway tribal community.	X	X	X	X	X		
4.3.1d	Develop a collections management plan for the Piscataway tribal collection; seek funding; implement the plan.		X	X	X		X	contractor (collections management plan)
4.3.1e	Work with partners to explore options for the TPE ME to utilize collections to support TPE programs.		X	X	X		X	TPE Key Partners Other TPE Partners
Objective 4.4 Indigenous Cultural Landscape Protection								
Indigenous Cultural Landscapes at TPE Phase 1 Places								
4.4.1a	In collaboration with the TPE Phase 1 Partners, seek funding and technical assistance to complete analysis of ICLs at TPE Phase 1 places; conduct analyses; develop and implement conservation strategies to protect identified ICLs; revise visitor experience plans to utilize ICLs to tell TPE stories, as appropriate.		X	X	X		X	TPE Key Partners Other TPE Partners
Indigenous Cultural Landscapes in Southern Maryland								
4.4.2a	Support ongoing efforts to complete analyses of ICLs in all Southern Maryland watersheds; develop conservation strategies to protect identified ICLs as analyses are completed; collaborate with conservation partners to protect ICLs determined to be "endangered"; integrate larger scale ICLs in Southern Maryland into the TPE interpretive framework and stories, as appropriate.		X	X	X		X	TPE Key Partners Other TPE Partners

Table 5.3 Through Piscataway Eyes—Projected FY17 through FY19 Budget ($2016)

EXPENSES					
Direct Costs (personnel)		**FY2017**	**FY2018**	**FY2019**	**Notes**
Personnel - FTEs	$	75,000	$ 77,250	$ 79,568	full time program coordinator, $75,000, 3% annual increase
Part-time Employees	$	32,500	$ 33,475	$ 34,479	half time fundraising specialist, $32,500, 3% annual increase
Benefits/Payroll Taxes	$	13,975	$ 14,394	$ 14,826	
Sub-total	**$**	**121,475**	**$ 125,119**	**$ 128,873**	
Direct Costs (non-personnel)		**FY2017**	**FY2018**	**FY2019**	**Notes**
Accounting/Audit	$	1,500	$ 1,750	$ 2,000	
Advertising	$	0	$ 5,000	$ 5,000	
Catering/Hospitality					
Open Houses	$	1,000	$ 1,000	$ 1,000	
Miscellaneous	$	5,000	$ 5,000	$ 5,000	5 @ $1,000
Communications (telephone)	$	4,800	$ 4,800	$ 4,800	land line, cell phones (2), internet
Conferences/Meetings	$	500	$ 500	$ 500	
Contract Services (exclusive of printing)					
Fundraising Plan	$	15,000	$ 5,000	$ 5,000	
TPE Prospectus	$	5,000	$ 3,000	$ 3,000	
Comprehensive Interpretive Plan	$	35,000	$ 0	$ 0	
Annual Interpretive Plan	$	0	$ 5,000	$ 5,000	
TPE Map and Guide	$	0	$ 15,000	$ 15,000	
Travel Itineraries	$	0	$ 0	$ 15,000	5 @ $3,000
Identity and Branding Plan	$	15,000	$ 10,000	$ 5,000	
TPE Orientation Video	$	0	$ 0	$ 35,000	
TPE Phase 1 Places Final VEPs	$	0	$ 90,000	$ 0	
TPE Phase 1 Places Guides	$	0	$ 0	$ 45,000	5 @ $9,000
Education Programs Strategic Plan	$	0	$ 5,000	$ 0	
Education Curricula	$	0	$ 0	$ 30,000	3 @ $10,000

TABLE 5.3 Through Piscataway Eyes—Projected FY17 through FY19 Budget ($2016) (continued)

EXPENSES				
Direct Costs (non-personnel) (cont.)	**FY2017**	**FY2018**	**FY2019**	**Notes**
Teacher Workshops	$ 0	$ 0	$ 7,500	3 @ $2,500
Research Grants	$ 0	$ 25,000	$ 25,000	
Oral History Program	$ 5,000	$ 5,000	$ 0	
Website Development	$ 15,0000	$ 10,000	$ 10,000	
Collections Management Plan	$ 5,000	$ 5,000	$ 5,000	
IT Consultant	$ 1,000	$ 1,000	$ 1,000	
Graphic Design Consultant	$ 2,000	$ 4,000	$ 4,000	
Dues/Subscriptions	$ 500	$ 500	$ 500	
Equipment				
Computers	$ 5,000	$ 0	$ 0	
Printer	$ 1,500	$ 0	$ 0	
Office Furniture	$ 5,000	$ 0	$ 0	
Miscellaneous Equipment	$ 3,000	$ 0	$ 0	
Insurance	$ 1,000	$ 1,000	$ 1,000	
Internet and Website	$ 1,000	$ 2,000	$ 2,500	including IT support
Postage and Shipping	$ 500	$ 500	$ 500	
Printing				
TPE Prospectus	$ 5,000	$ 0	$ 0	
Comprehensive Interpretive Plan	$ 3,500	$ 0	$ 0	
Annual Interpretive Plan	$ 0	$ 500	$ 500	
Interpretive Themes Poster	$ 0	$ 3,000	$ 0	
TPE Map and Guide	$ 0	$ 0	$ 15,000	
Identity and Branding Plan	$ 0	$ 500	$ 500	
TPE Phase 1 Places Guides	$ 0	$ 0	$ 18,000	9 @ $2,000
TPE Phase 1 Places Contact Station Materials	$ 0	$ 0	$ 6,000	12 @ $500
TPE Phase 1 Places Final VEPs	$ 0	$ 4,500	$ 0	

TABLE 5.3 Through Piscataway Eyes—Projected FY17 through FY19 Budget ($2016) (continued)

EXPENSES					
Direct Costs (non-personnel) (cont.)		**FY2017**	**FY2018**	**FY2019**	**Notes**
Travel Itineraries	$	0	$ 0	$ 10,000	5 @ $2,000
Rack Card	$	0	$ 0	$ 2,000	
Annual Report	$	500	$ 500	$ 500	
Programs and Special Projects					
Anchor/Satellite Museums TPE Program Support	$	5,000	$ 5,000	$ 5,000	$1,000/year/museum
TPE Phase 1 Places VEP Implementation	$	0	$ 0	$ 90,000	9 @ $10,000
TPE Phase 1 Wayfinding Signage Installation	$	0	$ 0	$ 36,000	identification and directional signs for TPE Phase 1 Places (3 each at 12 places @ $1,000)
Zekiah Fort Phase 1 Implementation	$	0	$ 0	$ 30,000	trailhead and trail construction
Interpretive Programs	$	0	$ 10,000	$ 15,000	@ $5,000
Educators Workshop	$	0	$ 250	$ 250	
Oral History Program	$	5,000	$ 5,000	$ 5,000	
Annual Focus Area Events	$	10,000	$ 15,000	$ 25,000	@ $5,000
Piscataway Resource Protection Workshops	$	2,000	$ 2,000	$ 2,000	
Bullitt Neck Program	$	5,000	$ 5,000	$ 5,000	
Piscataway Indian Center Fundraising	$	5,000	$ 10,000	$ 0	case statement/capital campaign
Piscataway Indian Center Preliminary Planning	$	0	$ 25,000	$ 0	program/concept plan/cost estimate
Rent	$	0	$ 0	$ 0	
Repairs and Maintenance	$	500	$ 500	$ 500	
Supplies	$	1,000	$ 1,000	$ 1,000	
Training					
Fundraising Training	$	2,000	$ 2,000	$ 2,000	
Oral History Training	$	0	$ 2,500	$ 0	

TABLE 5.3 Through Piscataway Eyes—Projected FY17 through FY19 Budget ($2016) (continued)

EXPENSES					
Direct Costs (non-personnel) (cont.)		**FY2017**	**FY2018**	**FY2019**	**Notes**
TPE Volunteer Training	$	0	$ 2,000	$ 2,000	
Grant Writing Training	$	1,000	$ 1,000	$ 1,000	
Travel					
Seminole Workshop	$	3,500	$ 0	$ 0	
Iroquois Workshop	$	2,750	$ 0	$ 0	
Conferences	$	500	$ 500	$ 500	
Contingency @ 20%	$	36,610	$ 60,960	$ 126,685	
Sub-total	**$**	**219,660**	**$ 365,760**	**$ 631,235**	
TOTAL EXPENSES	**$**	**341,135**	**$ 490,879**	**$ 760,107**	
		TOTAL FY17, FY18,FY19		**$ 1,592,122**	

(1) Note that budget projections presented above are based on the actions outlined in the TPE Master Plan and are for general planning purposes only.

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APPENDIX

A

EVALUATION OF CANDIDATE TPE PLACES TO IDENTIFY THOSE OFFERING THE MOST ADVANTAGES FOR TPE EXPERIENCES

Based on findings from the site visits and further research, the TPE Steering Committee considered each of the 40[1] candidate TPE places in a four-phase evaluation process. The purpose was to identify potential places for hosting TPE experiences. Of the 32 sites retained as potentially suitable for hosting TPE experiences, 17 were found to offer strong advantages when compared to the others. Thirteen of the 17 places are recommended for the focus of initial work with owner/managers to create a TPE experience.[2]

Phase 1 Evaluation—Initial Elimination Based on Broad Considerations of Suitability

In Phase 1, the TPE Steering Committee considered a variety of broad categories of suitability for hosting a TPE experience. These included willingness of the owner/manager to participate, the setting and potential for a quality experience, and/or potential for public access. Eight sites were eliminated, including:

- Dunkirk Park and Ride
- Cedarville State Forest
- Piscataway Indian Museum and Cultural Center
- Strawberry Hills Park
- Heater's Island (within Islands of the Potomac Wildlife Management Area)
- Bladensburg Waterfront Park
- Broad Creek Historic District
- Potomac Heritage Visitor Center

Phase 2 Evaluation—TPE Place Type Categorization

In Phase 2, the TPE Steering Committee considered 32 of the remaining sites and categorized them using the TPE place categories as either an anchor, a satellite, or a secondary place. Each of these place types is described and mapped in section 3.2 of the Through Piscataway Eyes Master Plan.

Phase 3 Evaluation—Sites Offering Strong Advantages for Hosting TPE Experiences

In Phase 3, the TPE Steering Committee focused on evaluating the advantages offered by each of the 25 anchors and satellite places for hosting a TPE experience. The seven secondary places were not considered because they are generally not open to the public or the owner/manager did not express a strong interest in hosting a TPE experience at this time.

[1]An additional site at Bullitt Neck was added to the list of potential TPE places after completion of the analysis of the 40 places described in appendix A.

[2]Bullitt Neck was subsequently added to the list of phase 1 TPE places, but was not included in the analysis of advantages.

Process Used to Assess Advantages

The evaluation used a modified "Choosing By Advantages" (CBA) process. CBA is used extensively by government agencies and the private sector to evaluate different alternatives by identifying and comparing the relative advantages of each according to a set of criteria. The process does not "weight" factors when making decisions. Rather it focuses on the different advantages associated with specific alternatives and determines how important those advantages are. The modified CBA process used five-steps to identify the relative advantages of the potential TPE places.

In CBA Step 1 the TPE Planning Team and TPE Steering Committee identified four factors that are elements or components important to the evaluation of potential TPE places. These included:

- opportunities to tell Piscataway stories at significant sites
- opportunities for sharing Piscataway stories through a variety of visitor experiences (at existing facilities)
- potential for tribal support and participation
- opportunities for working with partners having capacity and interest in helping tell Piscataway stories

In CBA Step 2 the TPE Planning Team and TPE Steering Committee identified the attributes that describe each factor. Table A.1 summarizes the results.

In CBA Step 3 the TPE Planning Team and TPE Steering Committee ranked the factors and attributes from highest to lowest importance. Table 2 summarizes the results. The most important attribute was identified as "opportunities are available for the tribe to host cultural gatherings at sites of significance" (attribute 4.3). This determined that for subsequent decisions regarding the importance of each TPE place (in step 5), the highest performing TPE place would be assigned a score of 100 for attribute 3.3. The relative importance of the remaining factors and attributes was assessed in relation to attribute 3.3. This determined the highest score that could be assigned to each attribute in subsequent decisions regarding the importance of each TPE place (step 5).

In CBA Step 4 the TPE Planning Team described the advantages associated with each TPE place for each attribute. Table 3 summarizes the results.

In CBA Step 5 the TPE Planning Team decided the importance of each attribute by assigning scores. Within each factor, the highest performing TPE places for the most important attribute received a score ranging from 70 to 100, as determined in CBA Step 3 (table 2). The lowest performing TPE places for each attribute received a score of zero. Places falling between the highest and lowest performing TPE places received a score between the highest possible value for that attribute (70 to 100) and zero based upon the perceived relative advantages. Findings from this analysis can be found in part 2 (table 3) of the Potential Through Piscataway Eyes Places Inventory and Evaluation (printed separately).

Phase 3 Evaluation Findings

Table 3 provides a compilation of the relative advantages associated with each of the 25 TPE anchors and satellite places. Scoring ranged from a high of 995

to a low of 263. Merkle Wildlife Sanctuary (score of 995) was found to offer the most advantages for hosting a TPE experience, followed closely by Colonial Farm (score of 924). Seven places offer less than 45 percent of the advantages offered by the highest performing places, including Kings Landing Park, Calvert Marine Museum, Cedar Point WMA, St. Ignatius Church, Myrtle Point Park, Hard Bargain Farm, and Marshall Hall

The TPE Steering Committee reviewed the CBA findings and selected 17 places to carry forward as the most suitable sites for hosting TPE experiences.

Five of the lower performing places were eliminated.

Due to special consideration three of the higher performing sites were dropped:

- **Smallwood State Park** dropped for now because Maryland DNR expressed a preference to not include the park as a TPE site given its recreation focus and colonial story
- **Friendship Farm Park** dropped for now because Charles County expressed a preference to not include the park as a TPE place due to concerns related to protection of archaeological resources (ossuaries)
- **Mallows Bay Park** dropped for now because of overpowering interpretive emphasis on ghost ships

Also due to special considerations two of the lower performing sites were retained:

- **Calvert Marine Museum** included because of its strength as a high quality museum and tourist destination in Southern Maryland
- **St. Ignatius Church** included because of its close connection with Chapel Point State Park and the potential to connect the TPE experience in a manner appropriate to the church

Phase 4 Evaluation—Sites Selected for Initial Phase of TPE Experience Implementation

In Phase 4 the TPE Steering Committee selected from among the 17 most suitable places the 13 which will be the focus of the initial phase of implementing the TPE experience. These include the five anchor plus eight satellites:

- Anchors
  - Colonial Farm
  - Chapel Point State Park
  - Merkle Wildlife Sanctuary
  - Jefferson Patterson Park and Museum
  - St. Clement's Island Park and Museum
- Satellites
  - Moyaone Sacred Site
  - Chapman State Park
  - Zekiah Fort
  - Jug Bay Natural Area
  - Jug Bay Wetlands Sanctuary
  - Biscoe Gray Heritage Farm Park
  - Newtowne Neck State Park
  - Historic St. Mary's City

TABLE A.1: THE PLACES—ANALYSIS OF ADVANTAGES[3]

Factor 1—Opportunities to Tell Piscataway Stories at Significant Sites
Attribute 1.1—TPE experiences occur at sites where the Piscataway people are known to have lived.
Attribute 1.2—Telling Piscataway stories is the place's primary interpretive and educational focus.
Attribute 1.3—TPE experiences occur at sites that possess a feeling evocative of the Piscataway world prior to the arrival of Europeans.
Factor 2—Opportunities for Sharing Piscataway Stories through a Variety of Visitor Experiences (at existing facilities)
Attribute 2.1—Indoor facilities offer opportunities for hosting TPE exhibits and interpretive and educational programs.
Attribute 2.2—Land trails offer opportunities for walking, hiking, and/or biking TPE experiences for people of all ages and abilities.
Attribute 2.3—Water trails offer opportunities for water-based TPE experiences.
Attribute 2.4—Special attractions provide venues for telling TPE stories and hosting TPE educational programs.
Attribute 2.5—Venues offer opportunities for hosting a variety of indoor and outdoor TPE events.
Attribute 2.6—The site is accessible, has visitor services, and is generally ready for visitors.
Factor 3—Potential for Tribal Support and Participation
Attribute 3.1—TPE experiences occur at sites that are conveniently located with respect to where the Piscataway people live today.
Attribute 3.2—Tribal members tell TPE stories at sites of significance to the tribe.
Attribute 3.3—Opportunities are available for the tribe to host cultural gatherings at sites of significance.
Factor 4—Opportunities for Working with Partners having Capacity and Interest in Helping Tell Piscataway Stories
Attribute 4.1—Landowner/managers incorporate TPE stories into existing American Indian interpretive experiences and programming.
Attribute 4.2—Landowner/managers host new TPE experiences at new facilities.
Attribute 4.3—A diverse group of partners potentially supports investment in TPE facilities and experiences.

[3]Factor 3 and associated attributes were combined with those in factor 2 following initial review by the TPE Steering Committee on January 11, 2016.

TABLE A.2: THE PLACES—ANALYSIS OF ADVANTAGES

Ranking and Values Assigned to Factors and Attributes (based on Steering Committee input on 1.11.16 and 2.12.16)

Attributes

High Importance → Low Importance

Factors

High Importance ↓ Low Importance

Attribute: 3.3 Highest Value: 100	Attribute: 3.2 Highest Value: 95	Attribute: 3.1 Highest Value: 85			
Attribute: 2.5 Highest Value: 95	Attribute: 2.6 Highest Value: 90	Attribute: 2.4 Highest Value: 85	Attribute: 2.2 Highest Value: 80	Attribute: 2.1 Highest Value: 75	Attribute: 2.3 Highest Value: 70
Attribute: 1.1 Highest Value: 90	Attribute: 1.3 Highest Value: 85	Attribute: 1.2 Highest Value: 80			
Attribute: 4.3 Highest Value: 88	Attribute: 4.1 Highest Value: 83	Attribute: 4.2 Highest Value: 78			

TABLE A.3: THE PLACES—CBA Scoring Summary (Highest to Lowest)

advantage	**1.1**	**1.2**	**1.3**	Sub Total	2.1	2.2	2.3	2.4	2.5	2.6	Sub Total	**3.1**	**3.2**	**3.3**	Sub Total	**4.1**	**4.2**	**4.3**	Sub Total		**GRAND TOTAL**
highest value possible	90	80	85		75	80	70	85	95	90		85	95	100		83	78	88			
Merkle Wildlife Sanctuary	75	75	80	230	75	80	30	60	95	80	420	25	70	65	160	50	70	65	185		**995**
Colonial Farm	60	0	45	105	25	80	50	60	80	90	385	74	85	80	239	80	70	45	195		**924**
Historic St. Mary's City	70	0	25	95	25	80	60	85	85	75	410	0	40	20	60	80	78	88	246		**811**
Jug Bay Natural Area (Patuxent River Park)	60	50	80	190	25	80	70	70	70	65	380	27	10	50	87	80	0	70	150		**807**
Chapel Point State Park	70	80	75	225	0	0	65	0	0	30	95	79	90	90	259	50	70	75	195		**774**
Moyaone Sacred Site	90	80	75	245	0	40	30	60	0	20	150	76	95	100	271	60	0	40	100		**766**
Jefferson Patterson Park and Museum	70	0	10	80	25	80	35	85	85	90	400	12	10	80	102	83	0	88	171		**753**
Chapman State Park	70	0	40	110	25	80	0	0	85	45	235	80	20	70	170	80	70	75	225		**740**
St. Clement's Island Park and Museum	60	0	2	62	25	80	30	60	80	75	350	15	40	20	75	80	78	88	246		**733**
Smallwood State Park	60	0	10	70	25	80	70	0	80	50	305	78	70	50	198	50	0	75	125		**698**
Biscoe Gray Heritage Farm Park	75	0	80	155	0	80	40	0	45	55	220	26	10	50	86	80	78	70	228		**689**
Friendship Farm Park	85	0	65	150	0	80	70	0	45	55	250	70	70	50	190	30	0	60	90		**680**
Newtowne Neck State Park	75	0	75	150	0	60	60	0	45	65	230	25	10	50	85	50	70	75	195		**660**
Jug Bay Wetlands Sanctuary	75	0	85	160	25	80	50	0	70	65	290	24	10	50	84	50	0	70	120		**654**
Port Tobacco Village	85	0	30	115	25	0	60	0	55	45	185	85	40	20	145	50	60	75	185		**630**
Zekiah Fort	80	80	80	240	0	0	0	0	0	0	0	74	90	50	214	50	0	75	125		**579**
Mallows Bay Park	60	0	50	110	0	60	70	0	35	55	220	66	70	10	146	5	0	75	80		**556**
Mt. Calvert Historical and Archaeological Park	0	0	50	50	25	20	40	0	45	55	185	26	10	20	56	80	78	70	228		**519**
Kings Landing Park	60	0	5	65	0	80	70	0	45	85	280	9	0	10	19	0	0	70	70		**434**
Calvert Marine Museum	0	0	0	0	25	0	30	0	80	75	210	9	0	10	19	70	0	80	150		**379**
Cedar Point WMA	60	0	75	135	0	60	0	0	0	30	90	78	10	0	88	5	0	50	55		**368**
St. Ignatius Church	0	0	10	10	25	10	0	0	55	0	90	79	90	85	254	5	0	0	5		**359**
Myrtle Point Park	60	60	50	170	0	60	0	0	0	5	65	11	0	0	11	0	0	60	60		**306**
Hard Bargain Farm	0	0	5	5	0	60	0	0	55	0	115	76	0	10	86	50	0	45	95		**301**
Marshall Hall	0	0	15	15	0	0	70	0	45	30	145	83	0	10	93	0	0	10	10		**263**

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