



A Master Plan for

# Fort Toulouse - Fort Jackson Park

Prepared for the Alabama Historical Commission

December 31, 2008



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PROCESS

# Executive Summary

## Brief History of the Site

Fort Toulouse-Fort Jackson Park is a National Historical Landmark located on a 140-acre piece of high land at the confluence of the Coosa and Tallapoosa Rivers. It is one of the oldest continually inhabited sites in North America with archaeological artifacts dating to the Early Archaic period of 6000 years BC when nomadic hunters roamed the region. Evidence of large Indian hunting settlements in the area has been found spanning several thousand years with the current Indian mound on the site probably begun around AD 1100. Fast forward several hundred years to the 1540's and DeSoto was exploring the Alabama region and documenting thriving Indian settlements throughout the area.

The French planted their flag on this strategically important piece of land with the construction of the first Fort Toulouse in about 1717 and they occupied the site until 1763 when they abandoned it with the loss of the French and Indian War. In 1775 the Quaker naturalist William Bartram passed through the area collecting plant specimens and this site figures significantly in his famous journal. By 1776 and America's declaration of independence from Britain the fort and site had fallen into ruin.

In 1814, American troops under Andrew Jackson planned Fort Jackson on this site after the famous battle of Horseshoe Bend was won. The new fort was used as a staging area for the American campaign against the British during the War of 1812. By 1819 the fort and nearby town were abandoned and, once again, the site fell into ruin.

## The Park Today

In 1971, through an act of the State legislature Fort Toulouse-Fort Jackson Park became the responsibility of the Alabama Historical Commission. Over the last 37 years AHC has significantly raised the profile of this park. It is now a destination for thousands of schoolchildren each year as educators take advantage of the Living History events that occur most every month. Whether it's the very popular Frontier Days event in the Fall or the French and Indian Encampment in the Spring, Ft. Toulouse-Fort Jackson continues to demonstrate a unique ability to capture the imagination of children and adults alike.

The site currently has campgrounds, picnic pavilions, a small Visitor Center with bookstore and museum, nature trails and a boat launch onto the Tallapoosa River. But the most prominent fea-

tures of the park for tourists today are the recreation of Fort Toulouse and the partially restored Fort Jackson both of which figure prominently in the Living History program. The Mississippian-era Indian mound is also a major attraction.

In terms of a comprehensive archaeological study of the site, they've barely scratched the surface, literally. Much more systematic study needs to be done to better define the extent of the historic forts and associated structures as well as to better understand the lives of the prehistoric and historic Indians that occupied the site for thousands of years.

## Master Plan

Entering into this Master Planning process we wanted to address new opportunities to capitalize on the richness of the park site but we also wanted to ensure the long-term viability of the successful programs and services the park already offers.

This Master Plan is a collaborative work. While our team of consultants brings expertise in planning, archaeology, history, interpretive exhibit design, natural resource management, and marketing this master plan could not have been developed without the dedication and hard work of the Alabama Historical Commission staff, the park staff, city and state officials, and a diverse group of passionate stakeholders from birdwatchers to canoeists and everything in between.

Through a series of workshops, interviews, and questionnaires, we developed a baseline understanding of Fort Toulouse-Fort Jackson's current standing as a regional tourist draw from a historical, cultural and recreational perspective. We developed a clear picture of the park's strengths and its weaknesses. But most importantly, we received a tremendous number of suggestions and ideas for how this park can continue to develop its rich cultural, historical and educational resources into a world-class destination. That input is the basis for this Master Plan.

The Master Plan includes recommendations for archaeological preservation actions; marketing opportunities; a plan to expand and enrich interpretation programs; and site development to support new programs and increased numbers of visitors, including a new visitor center and interpretive trails.

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**Mission Statement**

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*T*o preserve, collect, interpret and promote the natural, cultural and historic resources of the park as an educational, cultural and recreational destination.



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## Goals

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- **Enhance the visitor's experience**
  - Visitor center
  - Tour planning
  - Access
  - Links to surrounding area
- **Improve the educational experience at Fort Toulouse-Fort Jackson Park**
- **Broaden Fort Toulouse-Fort Jackson Park's impact beyond Elmore and Montgomery counties**
- **Enhance the archeological and ecotourism program**
  - Improve facilities
  - Studios and public classrooms
  - Utility, maintenance and restroom facilities
- **Improve the site as a venue for public events**
  - Small event offices
  - Events storage
  - Improved access and parking
- **Restore and preserve historic structures**
  - Restoration / repair
  - Storage buildings for the conservation of artifacts
  - Reconstruction
- **Develop and operate a Cyclical Maintenance Plan**
- **Increase Revenues**

# Methodology

## 1 VISIONING

An initial ‘visioning’ meeting was organized between the Alabama Historical Commission and the Corps of Engineers to allow the master planning team to hear first-hand the leadership of Fort Toulouse-Fort Jackson Park articulate their vision, philosophy and aspirations for the project. The input from the meeting was the criterion the team used throughout the master planning process.

## 2 WORKSHOPS

Collaborative workshops were conducted with a diverse range of groups (stakeholders)—representing a diversity of ages, backgrounds and experiences—each with an interest in the future development of Fort Toulouse-Fort Jackson Park. Individual workshops were held with the following stakeholders:

- Alabama Historical Commission
- Alabama Department of Conservation and Natural Resources
- Friends of the Fort
- Local Government
- Local Chamber of Commerce
- U.S. Army Corps of Engineers

The purpose of each workshop was to elicit recommendations for the improvement of existing programs and activities at Fort Toulouse-Fort Jackson Park as well as proposals for new uses for the park. It was the master planning team’s responsibility to articulate the Park’s vision to each group while encouraging the free flow of ideas among the participants.

After completion of the workshops the master planning team reconvened with the leadership of Fort Toulouse-Fort Jackson Park to discuss the comments and recommendations received. The summary of workshops and a list of participants are included in the Acknowledgments appendix at the end of this document.

## 3 RESEARCH AND ANALYSIS

Work was conducted concurrently with the workshops and continued into the initial planning. Where appropriate, research and analysis relied on work already produced through past studies and documentation and was supplemented and updated to accurately reflect current conditions on the site.

The research and analysis phase of the project explored the following issues and resources:

- Case studies of similar facilities
- History of Fort Toulouse-Fort Jackson Park

- History of Indian settlement
- History of French settlement
- Existing structures
- Survey and maps of the site and adjacent areas delineating utilities, roadways, property ownership, zoning and rights-of-way
- Survey of topography, drainage, open space, existing vegetation and significant landscape features
- Survey of physical deterioration and planned remedial work
- Studies of existing site access and traffic patterns (vehicular and pedestrian)
- Environmental impact and archaeological findings
- Development patterns
- Views and surrounding land use

## 4 MARKET RESEARCH

The goal for the market research and analysis is to evaluate the potential of Fort Toulouse-Fort Jackson Park for self-sufficient and sustainable operations over time, and to provide guidance to the project size, scope and operating plan with the best opportunities for success and long-term sustainability. In order to achieve this the market report was developed in conjunction with the program and site plan development phase. This allowed the testing of various development options against market research to better ensure that the final master plan reflects the final research conclusions. A summary of the market analysis and associated recommendations is included in this document.

## 5 PROGRAM AND SITE DEVELOPMENT

Development of the program grew out of the visioning and workshop process. With direction from Fort Toulouse-Fort Jackson Park leadership, the master planning team developed a written program, describing each component, including size and anticipated use.

The site plan development process included the extensive use of drawings and diagrams to establish a meaningful relationship between program and site. The master planning team explored the relationship of programmatic elements on the site through multiple schemes that addressed the following issues:

- Access and sense of arrival (the arrival experience)
- Vehicular and pedestrian circulation (for various users including event groups, tourists, student groups, staff, etc.)
- Parking quantities, layout and circulation (for private vehicles, buses, service vehicles, venue support vehicles, accessible parking, campers, etc.)

- New building placement
- Existing building modification, relocation or adaptive reuse
- Public spaces that foster a dialogue with the historic site
- Outdoor historic/interpretive points

A landscape/ecological concept was also created through the site plan development process. The landscape not only provides a means of expanding the visitor experience at Fort Toulouse-Fort Jackson Park, it is a tool for the remediation of neglected areas and for the establishment of a natural ecology for the site.

## 6 BUDGET SUMMARY

The master planning team compiled general estimates of the probable cost of the work illustrated in the master plan. The estimated costs were generated through a variety of means including past experience with similar projects, current market prices and input from local contractors interested in participating in the process. This budget information gives Fort Toulouse-Fort Jackson Park a critical tool for prioritizing capital expenditures and for raising funds.

## 7 SCHEDULE & PHASING

The master planning team developed a series of priority listings that can be used in conjunction with the budget summary to ensure that capital outlays do not outpace the rate at which funds are raised. While there are multiple levels of priority, it should be noted that priorities can change due to sponsorship and/or fundraising and also that there is much overlap.

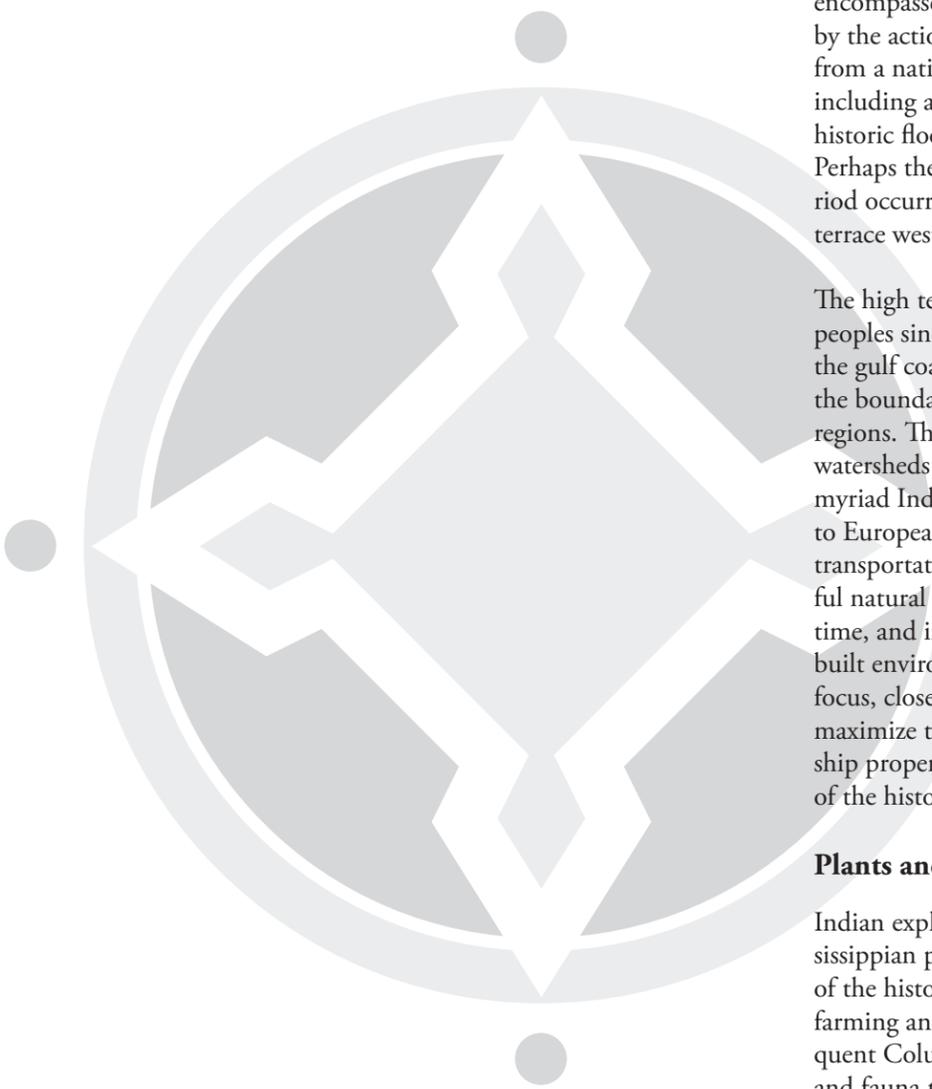
## 8 IMPLEMENTATION

This section of the master plan is a guide for phasing and funding that links the phasing recommendations of the plan with the funding, marketing, administrative, and organizational recommendations of the plan.



HISTORY

## The Historic Landscape



Fort Toulouse-Fort Jackson Park is situated on a sandy silt and clay terrace that forms a narrow divide between the Coosa and Tallapoosa valleys, part of a complex floodplain environment at the confluence of the two rivers. This diverse natural environment encompasses not only alluvial floodplains and natural levees formed by the actions of the rivers, but supports several distinct ecosystems, from a native cane stand to mixed hardwood forest. Natural forces, including ancient geologic action, natural river meander, and historic flooding have brought significant changes on the landscape. Perhaps the most notable change to the terrain in the historic period occurred in 1886 when flood waters pushed across a low river terrace west of the fort site and created Parker Island.

The high terrace along the Coosa was strategically valuable to early peoples since it effectively served as the point where river access to the gulf coast intersected with early east-west trails that followed the boundary between the southeastern coastal plain and piedmont regions. The site's location near the junction of two important watersheds was not only key to its early use and development by myriad Indian peoples, but central to its strategic significance to Europeans. In addition to value of the site for land and water transportation, it supported rich and diverse habitat with bountiful natural resources. This diverse physical landscape changed over time, and interpretation should emphasize both the natural and built environments that developed here. Three important areas of focus, closely linked to interpretative themes, can be developed to maximize the resources of the park as well as surrounding partnership properties, and to help visitors understand the changing nature of the historic landscape.

### Plants and Foodways

Indian exploitation of the environment in the Woodland and Mississippian periods and the well-documented agricultural practices of the historic Creeks provide the avenue to discuss early American farming and foodways. The arrival of Europeans and the consequent Columbian exchange of plants and animals added new flora and fauna to the local environment and had a significant impact on native foodways and production practices. At Fort Toulouse-Fort Jackson Park, the Columbian exchange, acknowledged as one of the great forces in the development of America in the historic era, can be showcased by the kitchen gardens of French settlers as well as stock raising practices of the French and later historic Creeks. Finally, nineteenth-century plantation agriculture as the basis for economic development over subsistence and commercial agriculture

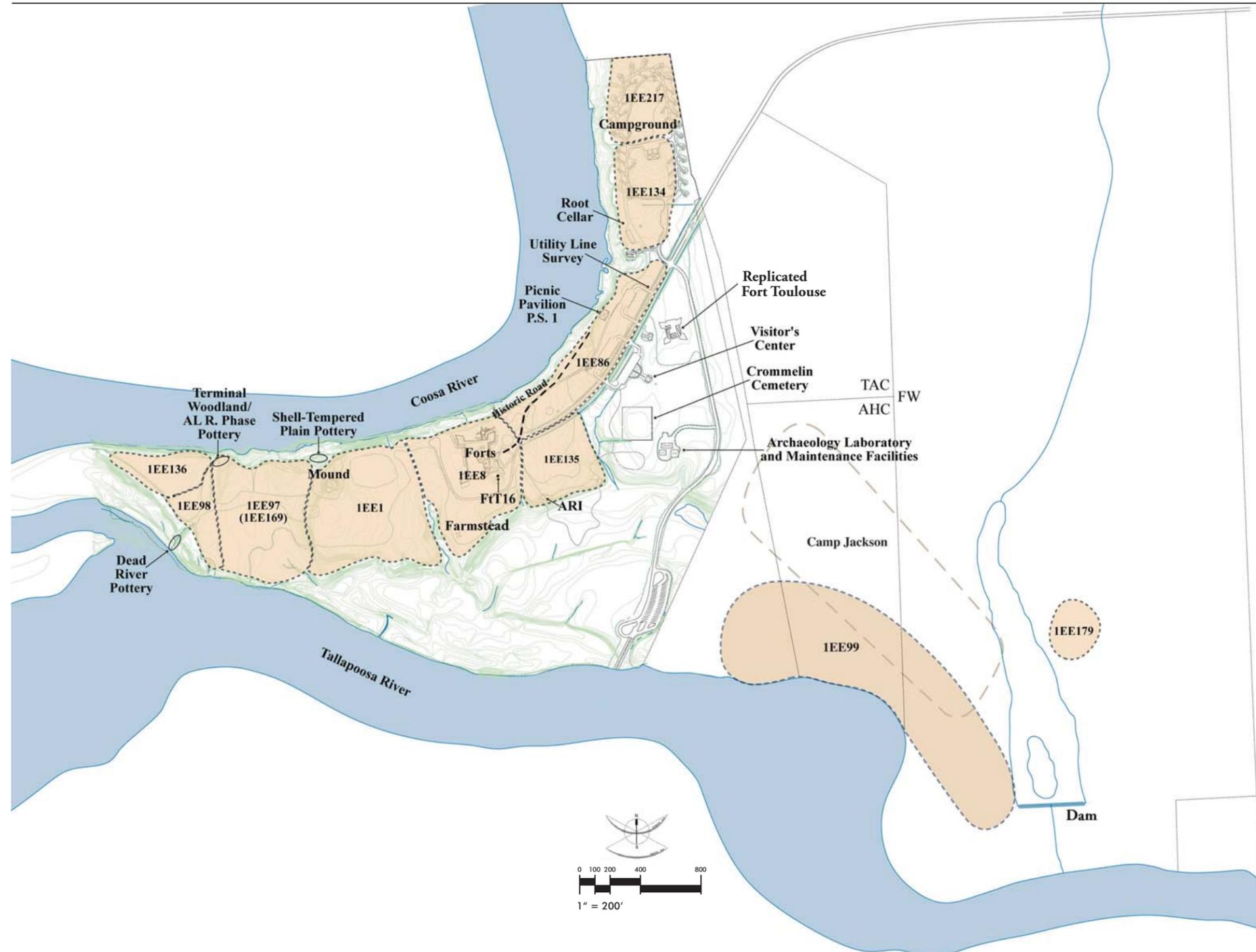
provides a way to link the colonial and Indian past with the story of modern Alabama.

### Trade and Travel

The strategic location of the park in regard to both land and water routes provides a host of interpretive opportunities. Three eras/developments are basic to the interpretive themes: (1) the use of waterways by early Indians; (2) the importance of the Alabama River corridor to the French in their diplomatic and economic relations with the Alabama Indians; and (3) the complex system of eighteenth-century overland trails that traversed the area and supported the development of the deerskin trade, then became a conduit for white settlement and later conquest. The nineteenth century ferry location on Parker's Island provides another focus area to examine later development in the post-Fort Jackson era.

### Natural History

William Bartram's visit presents unparalleled opportunities for Fort Toulouse-Fort Jackson Park to highlight native plants of the region. In addition to Bartram's well-known writings on the Indians, the primary focus of his journey was to collect native plants. His book, *Travels, and other published and unpublished materials*, contain his observations on numerous native plants. The current Bartram walking path, if more fully developed, as well as the development of additional trails, would be the logical place to highlight the native plants and animals/birds of the region. Specifically, plants discovered or discussed in detail by Bartram could be planted and fully identified for visitors. For example, the state's wildflower, the oakleaf hydrangea (*Hydrangea quercifolia*), is a Bartram discovery. Other plants suitable for a Bartram "plant walk" include yellow jasmine, trumpet honeysuckle, sweetshrub, yaupon holly, river cane, and evening primrose—to name but a few.



The exceptional concentration of outstanding archaeological resources at the confluence of the Coosa and Tallapoosa Rivers is the principal reason for the existence of Fort Toulouse-Fort Jackson Park. These archaeological resources are also the primary reason for visitation to this Alabama Historical Commission (AHC) park, which was declared a National Historic Landmark in 1960. This comprehensive plan for park development and interpretation addresses the long-term identification, preservation, and wise use of archaeological resources within the park and provides an outline of the park's prehistoric and historical chronology. Creation of a comprehensive master plan also offers an opportunity to identify and suggest remedies for current and future infrastructure needs regarding the park's archaeological collections.

**(A) Long-term Identification, Preservation, and Wise Use of Archaeological and Historical Resources**

Current knowledge of the park's archaeological resources is summarized in this brief history of past scientific investigations. Many archaeological excavations have occurred within the park's boundaries over more than a century. To compile a list of all excavations and major ground disturbance monitoring that has occurred within park boundaries, information was gathered from the Alabama State Archaeological Site Files (ASSF) in Moundville, from interviews with park personnel and other archaeologists who have directed projects within the park, and from published and archival records of earlier archaeological research. This summary serves as a baseline for planning future research and public interpretation at Fort Toulouse-Fort Jackson Park.

Figure 1. Archaeological sites currently identified at Fort Toulouse-Fort Jackson Park (Alabama Historical Commission [AHC], The Archaeological Conservancy [TAC], and Forever Wild [FW]).

SITE	YEAR	TYPE OF INVESTIGATION	INVESTIGATORS (SOURCE)	STATUS
1EE1	1884	Noted mound, excavated in village area	Palmer (1960), Thomas (1894:288-89)	--
	1899	Surface inspection	C. B. Moore (1899b)	--
	1906-45	Surface collection and burial excavation	Alabama Anthropological Society (Anon. 1924; Brannon 1935; Waselkov & Sheldon 1987:43-61; Waselkov 1994)	Inventoried/ Unreported
	1975	Site recorded	Chase (ASSF)	Reported
	1986	Mound test excavation	Jenkins & Krause	Unreported
1EE8	c. 1825	French cannon taken from fort site	(Pickett 1851:194-195)	--
	1966	Excavation of house remains in French village	Chase (1968a)	Reported
	1972-73	Excavation of French (I, II & III) and American forts	Heldman (1973a)	Reported
	1973-74	Excavation of French (I, II & III) and American forts	Heldman (1976)	Reported
	1975-77	Excavation of French (III) and American forts, Woodland/Mississippian feature (FtT4V)	Brooms & Parker (1980a); Parker (1979)	Reported
	1978	Site recorded	Chase (ASSF)	Reported
	1978-79	Excavation of French (III) and American forts, French village feature (FtT16)	Brooms & Parker (1980b)	Interim/ Unreported
	1980	Excavation of French (III) and American forts, Taskigi midden	Waselkov, et al. (1982)	Reported
	1984	Excavation of French fort (III)	Waselkov (1984)	Reported
	1985-86	Excavation of French fort (I, II, & III)	Krause & Jenkins	Unreported
	2002-3	Excavation of house remains in French village	Jenkins & Sheldon	Unreported
	2004	Excavation of French forts (I & II)	Jenkins, Parker & Sheldon	Unreported
	2007	Excavation of fences in French village	Sheldon	Unreported
1EE86	1978	Site recorded	Parker & Brooms (ASSF)	Reported
	1978	Excavations at picnic pavilion	Parker & Brooms	Unreported
	1995	Utility line survey near road	Jenkins & Parker	Unreported
1EE97	1980	Site recorded, surface collection	Brooms (ASSF)	Reported
1EE98	1980	Site recorded, surface collection	Brooms (ASSF)	Reported
1EE99	1980	Site recorded	Brooms (ASSF)	Reported
	2000	Shovel t		
1EE134	1976	Site recorded, surface collection, cellar noted in bluff	Oakley & Wright (ASSF)	Reported
1EE135	1976	Site recorded, surface collection from bluff	Oakley, Watson & Wright (ASSF)	Reported
	1977	Pit feature (AR1) excavated	Parker (Waselkov 1984:53-99)	Reported
1EE136	1976	Site recorded, surface collection	Oakley & Watson (ASSF)	Reported
1EE179	1980	Site recorded	Brooms (ASSF)	Reported
	2000	Shovel testing survey	Wesson (2001)	Unreported
1EE217	1980	Site recorded, surface collection	Waselkov (ASSF)	Reported
Cemetery	1897	Crommelin Family; some graves disinterred	Brannon (1931)	--

*Table 1. Archaeological investigations within Fort Toulouse-Fort Jackson Park*

SITE	OCCUPATIONS
1EE1	Prehistoric: Middle Woodland (Cobb's Swamp, Calloway), Late Woodland (Dead River, Hope Hull, Autauga), Early Mississippian (Brannon phase; mound), Late Mississippian (Big Eddy phase; mound); Protohistoric (Alabama River); Historic: Creek (Coosada & Taskigi Towns)
1EE8	Prehistoric: Woodland - Mississippian burials; Historic: French (Fort Toulouse, 1717 - 1763, 3 versions, and village of Post Toulouse aux Alibamons), Creek (Taskigi Town), American (Fort Jackson, 1814 - 1820)
1EE86	Historic: French (village of Post Toulouse aux Alibamons, 1717 - 1763), Creek, American road along bluff
1EE97	(including 1EE169?) Prehistoric: Terminal Woodland; Protohistoric (Alabama River); Historic: Town of Fort Jackson
1EE98	Prehistoric: Late Woodland (Dead River)
1EE99	Prehistoric: Late Woodland (Dead River mound and village; Hope Hull/Autauga earthlodge and village); Historic: Town of Fort Jackson
1EE134	Historic: American (19th - 20th century farm with foundations, well, root cellar)
1EE135	Prehistoric: Middle Woodland (Cobb's Swamp, Calloway), Late Woodland (Hope Hull); Historic: French (village of Post Toulouse aux Alibamons, 1717 - 1763), Creek (Pakana Town?)
1EE136	Prehistoric: Middle Woodland (Cobb's Swamp, Calloway), Late Woodland (Hope Hull, Autauga), Mississippian; Historic: Creek, Town of Fort Jackson (19th - 20th century)
1EE179	Prehistoric: Late Woodland (Dead River, Hope Hull, Autauga); Historic: Creek, Town of Fort Jackson

*Table 2. Prehistoric and historic occupations at known archaeological sites*

## Inventory of Archaeological Resources

A thorough knowledge of the abundant and complex archaeological resources that exist within the boundaries of Fort Toulouse-Fort Jackson Park remains a long-term goal. Despite over a century of intensive research, much remains to be learned about the park's subsurface resources. Our understanding of the park's archaeological resources remains sketchy and imperfect mainly due to the lack of a systematic, long-term survey program to identify and evaluate those resources. Before proposing such a program, a review of current knowledge is appropriate.

Figure 1 (previous page) illustrates the locations of known archaeological sites within the park and on nearby state and AHC property, as of March 2007. To create this map, site locations were first obtained from the Alabama State Archaeological Site Files, which records site information reported to the University of Alabama's Office of Archaeological Research in Moundville, Alabama. The quality of information recorded in these site files varies greatly. In the case of sites in Fort Toulouse-Fort Jackson Park, many have incorrect location coordinates. To compensate for inadequacies in the site file data, sites were researched in the archaeological literature, and park personnel provided additional corrective information (Ned Jenkins and James W. Parker, personal communications, February 28 and August 27, 2007). Current information allows us to identify eleven archaeological sites and one historic cemetery for this master plan.

Nine archaeological sites (1EE1, 1EE8, 1EE86, 1EE97, 1EE98, 1EE134, 1EE135, 1EE136, and 1EE217) line the Coosa River bluff. One could reasonably argue that these constitute a single massive site that has been arbitrarily subdivided. On the other hand, natural gullies separate several of these sites, and others are distinguished by occupations at different periods. Each of these site numbers has associated artifact collections, which argues for the continued usefulness of separate site numbers.

Two additional archaeological sites (1EE99 and 1EE179) are situated near the Tallapoosa River on land owned by Forever Wild, a state agency that works closely with the AHC on park management. Somewhere in this vicinity, between 1EE8 and 1EE179 was the location of Camp Jackson, occupied by American soldiers in 1814 at the end of the Redstick or Creek War. The town of Fort Jackson encompassed the entire park and adjacent state lands from 1818 to 1820, although little archaeological evidence of this occupation has been recognized. Finally, the Crommelin family cemetery, located

east of site 1EE135, completes the list of recognized archaeological sites within the park. Each site is briefly discussed in terms of its occupational history and sequence of scientific investigation (summarized in Tables 1-2), based on discussions by Brooms and Parker (1980a), Waselkov (1982), Jenkins (2007), and the other archaeological references listed at the end of this section of the master plan.

1EE1- The presence of a tall earthen mound near the bank of the Coosa River has long attracted attention to this archaeological site, the first one in Elmore County to be recorded in the state site files. Dr. Edward Palmer from the U.S. Bureau of Ethnology's Mound Explorations project viewed the mound in March 1884, as did Clarence B. Moore during his major expedition down the Alabama River in 1899 (Craig T. Sheldon Jr., personal communication, March 7, 2007). Both left the mound untouched. The Bureau of Ethnology team conducted some limited excavations in the surrounding field but failed to obtain permission to investigate the mound, which was then said to stand about 45-feet tall at its west end (Thomas 1894:288; Palmer 1960:264). Other visitors estimated the mound's height at around 20 to 25 feet (Hamilton 1976:194), which agrees more closely to its current dimension and is confirmed by the earliest extant photographs of the mound, taken by Luther Flagg in March 1905 (Sayler 1905:9, photos facing pages 8, 11).

The earliest documented excavations in the middens surrounding the mound took place during the 1884 Mound Explorations, when prehistoric and historic Indian graves were found at depths ranging from 18 inches to 3 feet. Clay hearths, thick layers of ash, house floors, and numerous artifacts were encountered at five locations in the 3-acre field east and southeast of the mound; fields around and below the mound had been damaged by flooding (Thomas 1894:288-89; Palmer 1960:263-64; Weiss 1998:30, 88-93).

Throughout most of the next half century members of the Alabama Anthropological Society (AAS) intensively excavated the field around the mound. This group of amateur archaeologists from the Montgomery area searched the site assiduously for burials of prehistoric and historic Indians, from which they removed associated grave goods. Some AAS members kept notes of their findings, reported their discoveries in the periodical *Arrow Points*, and eventually donated their collections to the Alabama Department of Archives and History, where they remain today. Between 1985 and 1987 these collections were the subject of a National Science Foundation-supported study that documented the artifacts from 1EE1 and reconstructed grave lots from the enormous artifact assemblage (Waselkov and Sheldon 1987).

David Chase excavated six test units in the field south of the mound in 1962. These tests revealed a dark midden to a depth of 3 feet, at the bottom of which were late Middle Woodland Calloway Phase ceramics (AD 200-600) (Chase n.d.). In 1986 the University of Alabama and the Alabama Historical Commission sponsored test excavations in the mound, under the direction of Richard Krause and Ned Jenkins. While this investigation remains unreported, Jenkins has drawn on information from that project to describe two episodes of mound construction: during the Transitional Woodland/Mississippian Brannon phase and to the Big Eddy phase of the late prehistoric Mississippi period, ca. AD 1450 (Jenkins 2007b).

None of these archaeological investigations of 1EE1 have been analyzed and reported to modern standards, but they do provide some idea of the sequence of human occupations represented at the site. No artifacts from the Paleoindian period are known from 1EE1 or any other sites within Fort Toulouse-Fort Jackson Park (although one stone fluted point from the period has been reported from 1EE9, a few miles north of the park; Waselkov 1980:155). Early Archaic (8,000-6,000 BC), Middle Archaic (6,000-4,000 BC), and Late Archaic (4,000-1,200 BC) projectile points have been found here on the ground surface and in other secondary contexts, indicating more or less continuous, though perhaps sparse, human occupation throughout this long pre-ceramic period.

The oldest Woodland period occupation at 1EE1 dates to the Middle Woodland, as evidenced by pottery of the Cobb's Swamp phase (100 BC-AD 200), followed by substantial middens dating to the Calloway phase (AD 200-400). Features and middens of both occupations are found at depths of 4 to 5 feet in the field around the mound. Cobb's Swamp pottery belongs to the Cartersville tradition found throughout much of the Southeast, while the distinctive, heavily mica-tempered Calloway pottery seems to have developed locally (Jenkins 2007a). These components are overlain by extensive and deep middens attributable to the sequential Dead River, Hope Hull, and Autauga phases of the Late Woodland period (AD 600-1100).

Construction of the mound at 1EE1 was begun during the early Mississippi period Brannon phase (AD 1100-1250), when a village was established by members of the Moundville I culture that colonized a largely Late Woodland population in the area of the Coosa-Tallapoosa confluence (Burke and Brannon 1934; Jenkins 2007b). A probable hiatus was followed by a major occupation during the Big Eddy phase of the late Mississippi period (AD 1450-1575), another Moundville-related settlement that expanded the large



mound and may have built others (Benjamin Hawkins mentioned five mounds in 1799; Foster 2003:38s). 1EE1 then belonged to a cluster of sites extending to the southwest that formed a unified chiefdom, distinct from Shine II phase sites to the east. Jenkins thinks the Big Eddy phase, in its latest manifestation, equates with the chiefdom of Tascaluça, which De Soto's Spanish army encountered in 1540 (Jenkins 2007b).

During the protohistoric period (AD 1540-1700), a large village occupied the 1EE1 site. Although the identities of these villagers remain unresolved, their material culture is known archaeologically as the Big Eddy Phase followed by the Alabama River phase. They probably comprised diverse people from several societies disrupted by the warfare and diseases that swept through the Southeast after De Soto. By the 1670s some elements of the Alabamas and Koa-satis, and particularly the town of Coosada, occupied 1EE1 and much of the rest of the lower peninsula. By 1733 (according to the Baron De Crenay map), Coosada town had relocated 3 miles downstream to the west bank of the Alabama River. After 1763, 1EE1 became part of the Creek town of Taskigi (until ceded to the Americans in 1814). Many of the burials excavated from 1EE1 by the Alabama Anthropological Society in the early twentieth century derive from these protohistoric and early historic Indian occupations. The field around the mound was plowed early in the nineteenth century and remained in cultivation until about 1960.

1EE8- The site of Forts Toulouse and Jackson has attracted intense interest from antiquarians, archaeologists, and the public for nearly 200 years. In 1775 the Quaker naturalist William Bartram visited "the Alabama, an Indian town ... where are to be seen traces of the ancient French fortress, Thoulouse; here are yet lying, half buried in the earth, a few pieces of ordnance, four and six pounders. I observed, in a very thriving condition, two or three very large Apple trees, planted here by the French" (Bartram 1791:447). In 1798-1799, Benjamin Hawkins described the Creek town of "Tus-ke-gee, ... where formerly stood the French fort Toulouse" as situated "on a bluff on the Coo-sau, forty-six feet above low water mark... There are thirty buildings in the town, compactly situated... in the yard of the town house, there are five cannon of iron, with the trunions broke off, and on the bluff some brickbats, the only remains of the French establishment here" (Foster 2003:37s-38s).

The historian Albert James Pickett described early American interest in the cannons left behind by the French when they abandoned Fort Toulouse in 1763.

*"[When] the town of Montgomery, now our capital, began to be settled [around 1820] ... the inhabitants went up to old Fort Toulouse, then Fort Jackson, and brought down two of these cannon, which they fired at 4th of July festivals, and upon other extraordinary occasions. When it was known that John Quincy Adams had been elected President of the United States, his warm friends in Montgomery determined to make the forests resound with the noise of powder. One of the cannons was over-charged, and when touched off by Ebenezer Pond, burst into pieces and mangled that gentleman in such a horrid manner, that he was a long time recovering. The breech of the other cannon was, some years afterwards, burst off by heavy charges, and the portion which remains now stands at Pollard's corner in Montgomery, being there planted in the ground, the muzzle up, for the purpose of protecting the corner of the sidewalk. About the year 1820, another of these cannon was carried to the town of Washington, then county seat of Autauga, where the inhabitants used to fire it upon the celebration of the 4th July, and whenever a steamboat arrived, but at length it was also burst, by a party rejoicing one night at the result of a county election. Another of these old French pieces was carried to Wetumpka when that town was first established, and was fired on like occasions. It is now at Rockford, in Coosa County, in the possession of the same Ebenezer Pond who was so badly wounded in Montgomery by the explosion of one of its mates. What became of the other four cannon we do not know, but have understood that they, together with a fine brass piece, are in the river opposite Fort Jackson (Pickett 1851:194-195)."*

One of these iron cannons, a 4-pounder, and a brass breechblock from a wall mounted swivel gun dug up in the late 19th century are now preserved in the collections of the Alabama Department of Archives and History.

Over the years many visitors made their way to the site of the old forts to look for relics or simply to stand atop the high bluff overlooking the Coosa River and enjoy the view from this historic spot (Sayler 1905). In 1912 the Society of Colonial Dames erected a granite monument to commemorate the site, and in 1913 the State of Alabama purchased a reservation of 5½ acres, administered by the Fort Toulouse Memorial Park Board, to preserve the forts' remains (Brannon 1926). Serious scientific study of the archaeological record did not begin until well after the site had been declared a National Historic Landmark by the U.S. Secretary of the Interior, which occurred in 1960. Beginning in 1963, state and federal agencies started acquiring additional portions of the peninsula between the Coosa and Tallapoosa rivers to create a historical park. In 1966, Laurence H. Marks, chief of the Alabama Department of Conservation's Division of State Parks, permitted David Chase of the



Montgomery Museum of Fine Arts to conduct limited exploratory excavations in the field south of the forts. Chase hoped to find evidence of the Indian village of Pakana, which historical references suggested had been situated in that location. He dug two short trenches and discovered a cluster of French bricks, a section of wall trench, and two pit features, at least some of which were associated with a French civilian farm contemporary with Fort Toulouse (Chase 1968).

In 1971, the Alabama Legislature transferred responsibility for Fort Toulouse-Fort Jackson Park to the newly formed Alabama Historical Commission. One year later large-scale excavations began on the remains of the forts under the direction of Donald P. Heldman, with grants provided by the AHC and the National Park Service. These excavations, considered Phase I of a long-term effort at archaeological investigation and fort reconstruction, took place from October to December 1972 and in April 1973 (Heldman 1973). Heldman established a 10-foot grid over the site, and proceeded to partially uncover the Fort Jackson powder magazine and many segments of French structural wall trenches. A moated southeast bastion of Fort Jackson, which had long been visible before excavations began, was erroneously assumed to be part of the 1751 Fort Toulouse. Wall trenches on the bluff were identified (correctly) as belonging to one of the early manifestations of Fort Toulouse (dating to either 1717 or 1733), as were similar trenches on the east side of the site (in fact, part of the 1751 French fort). Heldman resumed excavations from October 1973 through September 1974, followed by additional archaeological fieldwork directed by R. Craig Ray in 1975, all of which constituted Phase II of the joint AHC- National Park Service project. This phase entailed excavation, by hand and with mechanical equipment, of most of the Fort Jackson moat, which was thought to belong to the 1751 Fort Toulouse. Intermittent trenching uncovered disjunct portions of structural wall trenches, which Heldman interpreted as parts of 10 interior buildings belonging to Fort Jackson. The American powder magazine was entirely excavated during this phase (Heldman 1976).

From Phase I and II, Heldman drew the following conclusions. The 1751 French fort “consisted of a dry-moat and a palisade of logs completely surrounding the settlement, a complement of 10 half-timber buildings and a powder magazine of brick... [The] later Americans in their building of Fort Jackson only rebuilt the southeast bastion of the old French fort. Apparently Fort Jackson, the powder magazine of which was completely excavated, was little more than a large encampment surrounding a hastily constructed arms depot” (Heldman 1976:i).

Nearly all of the features discovered during Phases I and II were wrongly attributed to the three French forts and one American fort erected at 1EE8. To provide just one more example, remnants of a palisade found in the floor of the Fort Jackson moat were interpreted as French and paired with various fragmentary wall trenches of different periods found behind the American moat, establishing “Fort Toulouse as one of the few double-wall French fortifications known to survive within the United States” (Heldman 1976:2). Unfortunately for the park, archaeological Phases I and II served as the basis for an expensive, error-ridden reconstruction of what was thought to be the 1751 Fort Toulouse. In 1975 and 1976 the Alabama Historical Commission undertook this reconstruction as Alabama’s official event to celebrate the U.S. Bicentennial. In addition to substantial state and federal funds, local private moneys were also contributed to this effort by the Elmore County Historical Society, the Fort Toulouse Foundation, and the Junior League of Montgomery. The result was a partially excavated American-period moat with massive timbers laid horizontally behind the moat to represent a French-style *pièce-sur-pièce* wall (for which there was no archaeological evidence), the whole presented to the public as French Fort Toulouse.

The scale of this interpretive blunder became apparent in the course of Phase III investigations, which were intended to provide information for the reconstruction of interior buildings. R. Craig Ray directed intermittent excavations until late 1976, when Bascom McDonald Brooms and James W. Parker took charge of field investigations and historical research at Fort Toulouse-Fort Jackson Park (Brooms and Parker 1980a). Brooms and Parker replaced the earlier excavation grid with a new one based on 4.0-meter units and tied it to a U.S. Army Corps of Engineers datum located at the west edge of 1EE8. Excavations and archival research conducted throughout 1977 both uncovered abundant information that the moated fort extensively excavated and reconstructed during Phases I and II was Fort Jackson, not Fort Toulouse. Perhaps the most compelling evidence was a sketch of Fort Jackson drawn by General Joseph Graham, commander of North Carolina state militia, who oversaw construction of the fort in 1814. Graham’s sketch and accompanying documents confirmed that Fort Jackson had been a very large earthen-walled fort with surrounding moat. In every detail, General Graham’s Fort Jackson coincided with the archaeological evidence that had been misinterpreted and inaccurately reconstructed as Fort Toulouse.

Brooms and Parker began Phase IV, excavating large portions of the 1751 Fort Toulouse throughout 1979 (Brooms and Parker 1980b).



This last French fort had been bisected by construction of the east wall and moat of the much larger Fort Jackson. Phase IV investigations uncovered much of the north and south French palisades and parts of three interior buildings. Other notable features included early Mississippian burials, the semi subterranean floor of a historic Creek house, and a very large pit (designated FtT16) outside the south palisade. The lower level of the pit contained artifacts from the 1763 abandonment of the fort, while upper zones were deposited during the subsequent Taskigi Creek and American occupations.

By early 1980, increasingly acrimonious debate over the apparently flawed reconstruction of Fort Toulouse had interrupted Phase IV archaeological investigations. In an effort to settle this dispute between the two archaeological teams (Heldman and Ray on the one hand, and Brooms and Parker on the other), the AHC contracted with Auburn University at Montgomery for Gregory A. Waselkov to independently assess the east moat area and determine the correct identification of American and French fort features (Waselkov, Wood, and Herbert 1982). Excavations from June through September 1980 (termed Phase IVB) confirmed the identity of the moat as part of Fort Jackson, and located drawbridge remains, a covert way, and a moated demilune bastion of the American fort. Elements of the northeast bastion and adjacent curtain wall palisade trenches from 1751 Fort Toulouse found east of the American moat were uncovered as well. Phase IVB confirmed in every detail the conclusions reached by Brooms and Parker during Phases III and IV.

Debate over the Bicentennial reconstruction had subsided sufficiently by 1984 for the AHC to contemplate an accurate reconstruction of 1751 Fort Toulouse. Since much of that fort remained unexcavated, the AHC again contracted with Auburn University at Montgomery to carry out additional investigations, under the direction of Gregory A. Waselkov and Craig T. Sheldon Jr. (Waselkov 1984). Summer field school excavations in June and July revealed the entire northwest bastion, which contained a small powder magazine building, and a fifth building along the east palisade that may have served as barracks. Close scrutiny of bastion remains revealed gun and sentry platform supports in flanking and salient angles, respectively. Midden superimposed on French architectural remains related to the subsequent Taskigi Creek occupation of the site.

The 1984 excavations were followed immediately by reconstruction of the 1751 Fort Toulouse palisade at an off-site location, east of the park road in an area devoid of archaeological deposits. In succeeding years, interior buildings, a French garden, and representative historic Indian structures were added to this interpretive

reconstruction. Changes were also made gradually to the earlier reconstruction placed on the footprint of Fort Jackson, including removal of the French-style *pièce-sur-pièce* wall where American earthworks had stood. The ill-advised Alabama Bicentennial Project fort was dismantled in 1990 and the wood sawn up to build structures within the reconstructed Fort Toulouse III.

Five additional seasons of excavation have occurred at 1EE8. However, since none has yet been followed by a written report, they will be treated briefly here. In the summer of 1985, Krause and Jenkins conducted excavations within the area labeled by Heldman as 1717 French Fort. At that time there was still considerable controversy as to the presence of a fort in that location and its relationship to a French fort that D. Heldman had claimed existed approximately 100 yards south. Heldman had interpreted the Fort Jackson powder magazine as the rebuilt French fort. Krause and Jenkins' excavations conclusively determined that there was an earlier, moated French fort on the bank of the Coosa that was distinct from the French fort Parker and Brooms had located 100 feet to the south.

In 2002 and 2003 Craig T. Sheldon Jr. led summer archaeological field schools from Auburn University at Montgomery, co-directed by Ned Jenkins with the AHC, to explore the French civilian structure originally found south of the forts by David Chase in 1966. Those two seasons uncovered three superimposed or rebuilt houses, part of the Alabama Post settlement that grew up around Fort Toulouse during the French colonial period. Surrounding the dwelling, intersecting palisade fence trenches delimited domestic animal pens that kept French animals out of adjacent Indian fields.

In 2004 Sheldon and Jenkins, with an Auburn University at Montgomery archaeological field school, were joined by James W. Parker (AHC) for another look at the 1717 and 1733 manifestations of Fort Toulouse on the river bluff edge. A French powder magazine feature was excavated, and the sequence of building and rebuilding better defined.

Site 1EE8 has a similar occupational history to 1EE1, except that prehistoric occupation was much less intense than occurred one hundred yards to the west. Jenkins attributes this difference to the dramatically different soil conditions in the two locations. At 1EE8, surface soils consist of fine, heavy clays that drain poorly and must have been less inviting to permanent settlement than the well-drained sandy soils at 1EE1 and further west on the peninsula (Jenkins 2007a). This critical factor apparently concentrated prehistoric and early historic native occupation west of 1EE8, and made



available to the French an unoccupied spot for their fort and village that did not interfere with pre-existing native settlements and fields.

Early, Middle, and Late Archaic projectile points have been found in secondary contexts during many of the excavations directed at the French and American forts. Late Archaic large-stemmed projectile points have been found on occasion, as have deeply buried rock hearths in historic feature profiles. The subsequent late Gulf Formational late Millbrook phase is represented by fiber tempered sherds and small stemmed points. A sparse occupation during the Cobb's Swamp phase of Middle Woodland is represented by sand tempered, check stamped Deptford-like ceramics, some with tetrapodal supports, and medium-sized triangular points. The earliest major occupation occurred during the Calloway phase of Middle Woodland, represented by heavily mica tempered plain pottery. A small Dead River component contains plain sand tempered ceramic vessels with everted rims, red filmed sand tempered bowls, and Montgomery tear-shaped points. The small Hope Hull phase Late Woodland occupation has large sand tempered Adams Plain conoidal jars, Montgomery Red Filmed bowls, and Hamilton triangular points. An extensive Autauga phase Late Woodland occupation is contemporaneous with a Transitional Late Woodland/Early Mississippian occupation, referred to as the Brannon phase, with pottery tempered with sand or grit and shell. Phase III excavations located a shaft-and-chamber grave, FtT4V, dated to AD 860 ± 55 (UGa-2665), with ceramic grave goods of multiple temper types. Jenkins interprets the FtT4V assemblage as a Woodland/Mississippian hybrid dating to around AD 1250-1300 (personal communication, March 22, 2007). Mississippian occupations during the Shine phases were sparse. The sheer quantity of archaeological excavation at 1EE8 has recovered a substantial number of prehistoric artifacts that may suggest more intensive prehistoric occupation than actually occurred here. In comparison to the massive middens found at 1EE1, the prehistoric occupations of 1EE8 were modest. The (UGa-2665), with ceramic grave goods of multiple temper types. Jenkins interprets the FtT4V assemblage as a Woodland/Mississippian hybrid dating to around AD 1250-1300 (personal communication, March 22, 2007). Mississippian occupations during the Shine phases were sparse. The sheer quantity of archaeological excavation at 1EE8 has recovered a substantial number of prehistoric artifacts that may suggest more intensive prehistoric occupation than actually occurred here. In comparison to the massive middens found at 1EE1, the prehistoric occupations of 1EE8 were modest. The various fort construction episodes of the early historic period have intruded into and reworked much of the prehistoric deposits here, as well. But the remaining prehistoric features and middens

still represent an important research resource.

All of the forts constructed at 1EE8 have been extensively excavated, although still incompletely analyzed and reported. Remains of the two earliest manifestations of Fort Toulouse, built in 1717 and 1733, were mostly destroyed by erosion of the Coosa River bluff, a natural process of loss that was a concern to the French even as they occupied the site. The second fort occupied essentially the same location as the first, but entailed a complete rebuilding of the wooden palisade and the addition of an earthen moat. The third Fort Toulouse, built in 1751, was relocated about 100 feet to the south, away from the bluff. This final version was constructed entirely of wood and lacked a moat. Now almost completely excavated, the last Fort Toulouse has been realistically reconstructed off-site, elsewhere in the park.

Contemporary with the French military occupation of 1EE8 was a civilian-occupied French village, known as Alabama Post, that grew around the forts. The population of Alabama Post comprised families of garrison troops, retired soldiers, and civilians attracted to the area by opportunities to trade with the Alabama and Creek Indians. Chase's 1966 discovery of a cluster of bricks south of the forts was identified by Sheldon and Jenkins in 2002 as remnants of a hearth from one of those civilian homes. Excavations in 2002-2003 exposed most of the architectural footprints of a series of buildings and associated palisade-type fence lines. The excavators interpret these structures as a French farmhouse that underwent repair and rebuilding.

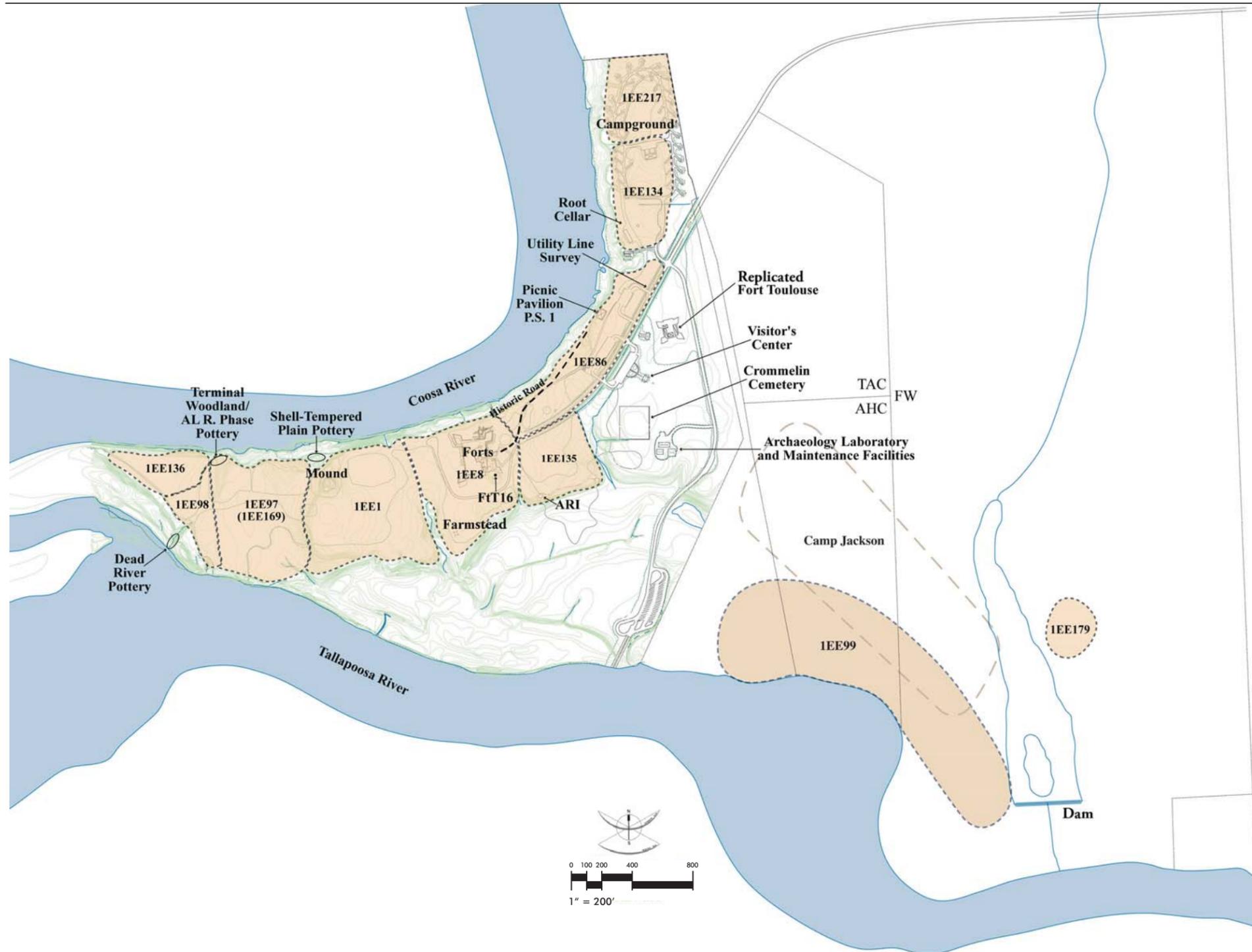
Other features are attributable to the French village. In the southwest corner of adjacent site 1EE135, a gully filled with refuse, referred to as AR1, is thought to be in the vicinity of a French civilian structure. This discovery suggests that Alabama Post extended across the southern portions of 1EE8 and 1EE135, if not beyond. The large pit known as FtT16, immediately outside of the southeast bastion of the 1751 fort, contained a cannon trunnion and 13 faience plates in the bottom (Brooms and Parker 1980b). The trunnion dates the feature to French evacuation of the post in December 1763, and the plates presumably derive either from the garrison assemblage or from the possessions of a nearby civilian structure.

When the French left, they were accompanied by many of their closest Indian neighbors, particularly the people of Pakana. The town of Pakana was reported variously by English and French visitors as adjoining the fort, 300 paces from the fort, or 200 yards from the fort (e.g., Jacobs 1967:63). Some of the features found south of the fort by Chase, Sheldon, and Jenkins may be associated with Pakana.



## Archaeology

*continued*



Soon after the French and Pakanas' departure in late 1763, much of 1EE8 was occupied by the Creek town of Taskigi. Taskigi town square was said to occupy the site of the 1751 fort (Bartram 1791:447; Foster 2003:37s-38s), and may have been partially constructed from fort structural remains. During the 1984 excavations, Taskigi midden was found banked against the inside of the south fort curtain wall trench, strongly suggesting that remnants of the fort stood for some years into the Taskigi occupation. The upper layer of fill in feature FtT16 was deposited during the Taskigi occupation, and a Taskigi house floor, 4 meters in diameter, and two subfloor pits were found above and intrusive into Building A of the 1751 fort. Taskigi probably remained in this location until 1814, when that Creek town was destroyed and replaced by Fort Jackson.

Much of Fort Jackson has been explored archaeologically, including the important well-preserved powder magazine, all four bastions, the eastern drawbridge, and the moat and outer work features. Unfortunately, the upper portions of nearly the entire American-period moat were excavated mechanically and discarded in 1975-1976 during the ill-conceived Bicentennial effort to reconstruct Fort Toulouse. However, much of the lower moat fill remains intact, as do some portions of the demilune and covert way fill. Reanalysis of material excavated from the fort interior may reveal more information about interior structures and garrison occupation. The fort was removed from the active duty list of the U.S. Army in 1817, but remained a focus of activity at the Town of Fort Jackson until at least 1820.

1EE86- When first reported in 1978 by James W. Parker and McDonald Brooms, the site was said to consist of a broad scatter of artifacts around a 20-foot diameter depression, a shallow pit or structural floor designated PS1 that was subsequently covered by a concrete slab for a picnic pavilion. Excavators of this feature noted that the area had been swampy and apparently never plowed. In 1995, monitoring an excavation of a utility trench near the entrance drive to the picnic pavilion parking lot revealed another pit feature containing Chickasaw ceramics and part of a British delftware bowl, which suggests a post-1763 date, perhaps part of the Creek Taskigi occupation. Prior to Taskigi, the Indian town of Tomopa was said to be located "a musket shot" east of the fort earlier in the eighteenth century, which may correspond to this site.

Figure 2. Archaeological sites and features currently identified at Fort Toulouse-Fort Jackson Park.



1EE97- Reported to the state site files in 1980 by McDonald Brooms, this site is essentially covered by modern flood-deposited silt, and continues to receive more flood deposits every spring. After some digging in the early twentieth century by members of the Alabama Anthropological Society, no modern research has occurred on this poorly known site apart from collections taken from the eroding bluff edge. Shell tempered plain ceramics have been found in the northeast corner of the site near the mound at 1EE1, and pottery diagnostic of the Terminal Woodland and the protohistoric Alabama River phase have been recovered from the bluff at the northwest corner of the site. Despite its low-lying, flood-prone location, 1EE97 seems to be an important site that could provide significant information on Terminal Woodland and protohistoric village life. This site and sites 1EE98 and 1EE136 cover a single landform, the low point of the floodplain peninsula bordered by the Coosa and Tallapoosa rivers. [Because of errors in site location maps at the Alabama State Archaeological Site File, this site may have been cross listed as site 1EE169, which was described by McDonald Brooms in 1980 as a “two or three foot stratum of gray midden containing Mississippian features and artifacts...buried under a thin stratum of silt” (ASSF).]

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1EE99- Located on AHC, Crommilen, and Forever Wild land east of the park, this large site was reported by McDonald Brooms in 1980 as situated on the highest land along that portion of the Tallapoosa River. This site was first investigated in the 1960s by David Chase, who placed some test units in the site midden, recovering abundant Late Woodland pottery, and noted the presence of two earthen mounds. A 12-foot high conical mound lies 200 feet northwest of an earthwork called the doughnut mound because of a large depression in its summit. On the site periphery small ravines contain several feet of midden and enormous quantities of Dead River, Hope Hull, and Autauga pottery. Chase returned in

1984 and explored a midden 100 feet northwest of the “Doughnut Mound,” where he recovered Hope Hull ceramics and early nineteenth-century artifacts from either Camp Jackson or Fort Jackson Town (Chase n.d.).

This site was studied in 2000 by an archaeological field school from the University of Illinois-Chicago, directed by Cameron B. Wesson. A final report is not yet available for this project; this brief description is drawn from a preliminary survey report and a conference presentation (Wesson 2001, 2002). Testing in the conical mound yielded a radiocarbon date of 1510±70 (ISGS-4768), corresponding to AD 440 (or a calibrated range of AD 370-510), either late in the Middle Woodland or early in the Late Woodland. Associated artifacts are not described in the available documents.

The so-called doughnut mound was investigated by a cross trench and two shorter trench segments, which revealed that the feature had actually been a 12-meter diameter earth lodge, a large circular public structure that was banked and covered with a layer of soil. Internal features include large interior support posts from the building perimeter, a large central support post, and a central hearth. Ten radiocarbon dates establish a calibrated Terminal Woodland date range of AD 1020-1050 for the building, which contained primarily Hope Hull (and small amounts of Autauga) pottery. This is one of the most unusual prehistoric structures excavated in Alabama. 1EE99 is an important resource for future research on the Woodland occupations of central Alabama.

Recent reevaluation of maps and documents by Parker and Jenkins lead to the conclusion that Camp Jackson of 1814 overlays a portion of 1Ee 99 and extends to the North and West of the existing man-made lake on the Forever Wild property as illustrated on pages 13 and 20. Early 19th century European made ceramics were found in the locale by Chase and Wesson but their relationship to Camp Jackson or the later Ft Jackson Town is not clear. The area should be subjected to additional intensive archaeological survey.

1EE134- Reported by Carey B. Oakley and Richard Wright in 1976, site 1EE134 was described as “the foundation of a farm house and a small outlying structure foundation ... associated with yard shrubs and large trees...” (ASSF). An open well was also noted. Those features were located in the vicinity of the present campground public facilities. Along the Coosa River, at the southwest corner of the site, park staff members have noticed a root cellar visible in the bank approximately 100 feet south, probably contemporary with the nineteenth to twentieth-century farmstead.

1EE135- The site was recorded by Carey B. Oakley, Michael Watson, and Richard Wright in 1976. Feature AR1 was excavated by James W. Parker in May 1977 at the extreme southwest corner of site 1EE135, during construction of the William Bartram Arboretum trail, 120 meters southeast of the forts and on a terrace edge. The feature measured 1.20 by 2.79 meters across and 1.47 meters deep, and is interpreted as a trash dump filling a narrow ravine at the time of the French evacuation from Alabama Post (Waselkov 1984:53-99; analysis by Robert Pratt). Bousillage (fired clay) in the features indicates the presence of a French-style house site nearby.

Feature AR1 strongly suggests that the French village of Alabama Post extended across at least two modern archaeological sites, the southern portion of 1EE8 and 1EE135, and may have included part of 1EE86 as well.

1EE136- Reported in 1976 by Carey B. Oakley and Michael Watson, this site occupies a low floodplain terrace at the point of the peninsula, with midden visible in the sheer bluff on the Coosa River side. Redeposited artifacts are present west of the point. Prehistoric Gulf Formational fiber tempered ceramics and associated stone tools have been found here, as well as Middle Woodland, Late Woodland, and Mississippian artifacts. A nineteenth-century land plat indicates lots in the Town of Fort Jackson (circa 1818-1820) occupying this spot.

1EE179- Located on Forever Wild land east of the park, along the Tallapoosa River, site 1EE179 was reported by McDonald Brooms in 1980 as an extensive scatter of ceramics and lithics visible on the surface of a then recently fallowed field. Artifacts indicate a large Late Woodland site with Dead River, Hope Hull, and Autauga phase pottery.

1EE217- In 1980 Gregory A. Waselkov reported this site of a historic Creek Indian village had recently been destroyed by construction of the park campground by the U.S. Army Corps of Engineers.

Crommelin Cemetery- William R. Ross of Virginia served as Post Master at the fort Post Office established in 1816 (Hamilton and Owen 1898:132n). He lived in the town of Fort Jackson and his cemetery became the Crommelin Cemetery, which seems to have had a basis in a prior cemetery for French and American soldiers who died at the forts. The cemetery location is marked on the 1924 redrawing of John Coffee's town plat of 1818-1820, by a cross in the middle of a street (the symbol was apparently added in 1924). The oldest marked grave, of Revolutionary War veteran Isaac Ross,

is dated January 27, 1821. However, much earlier historic graves once existed there. Peter Brannon reported in 1931 that Thomas Williams of Wetumpka was contracted by the U.S. War Department in January 1897 "to disinter the remains of Andrew Jackson's soldiers who died from wounds" during the Creek War of 1813-1814 and ship them "to the National Cemetery at Mobile" (Brannon 1931:19; Hamilton 1976:425n). Included among those remains were Major John Machesney, Lieutenant John Strother, and 66 others not identified.

After the Creek War ended, Fort Jackson Town occupied the peninsula between the Coosa and Tallapoosa rivers. From 1817 to 1819, that community served as the first county seat for Montgomery County, during which time the "brig" within Fort Jackson served as the county jail. The numerous ditches that crisscross the park align with the Fort Jackson Town grid and probably are drainage ditches dug to make the town lots more attractive to potential settlers. Several wells within the park (at 1EE134, for instance) and on Forever Wild property may date to the town's occupation.

# Maps

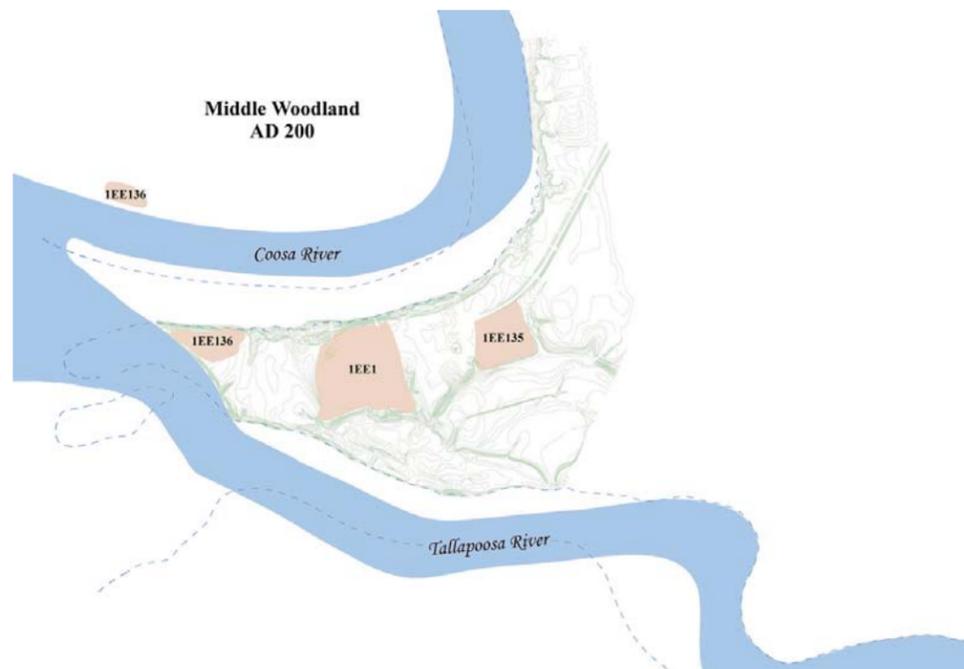


Figure 1. Middle Woodland, AD 200

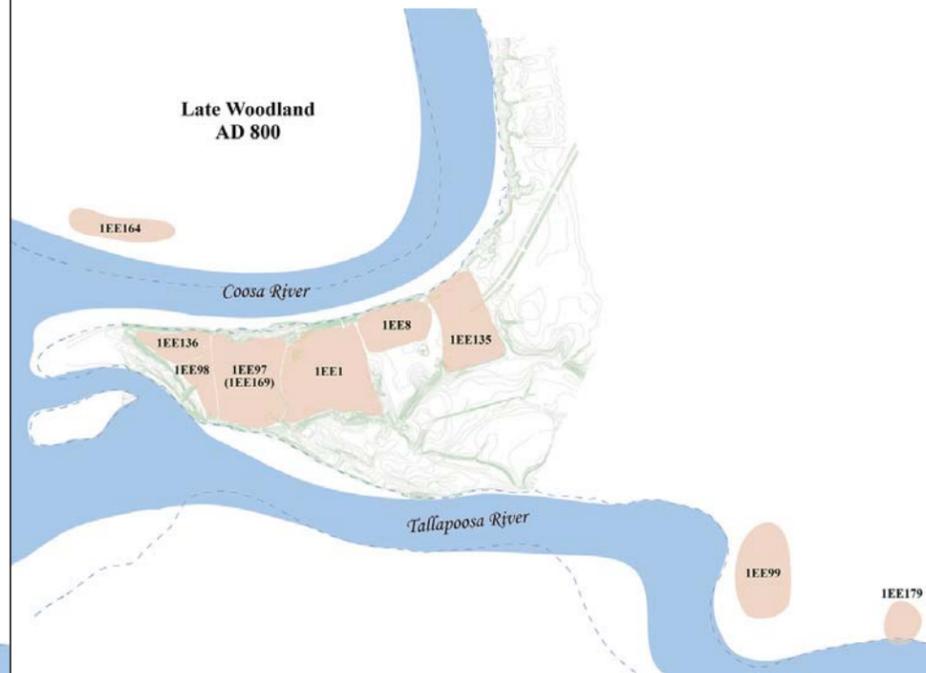


Figure 2. Late Woodland, AD 800

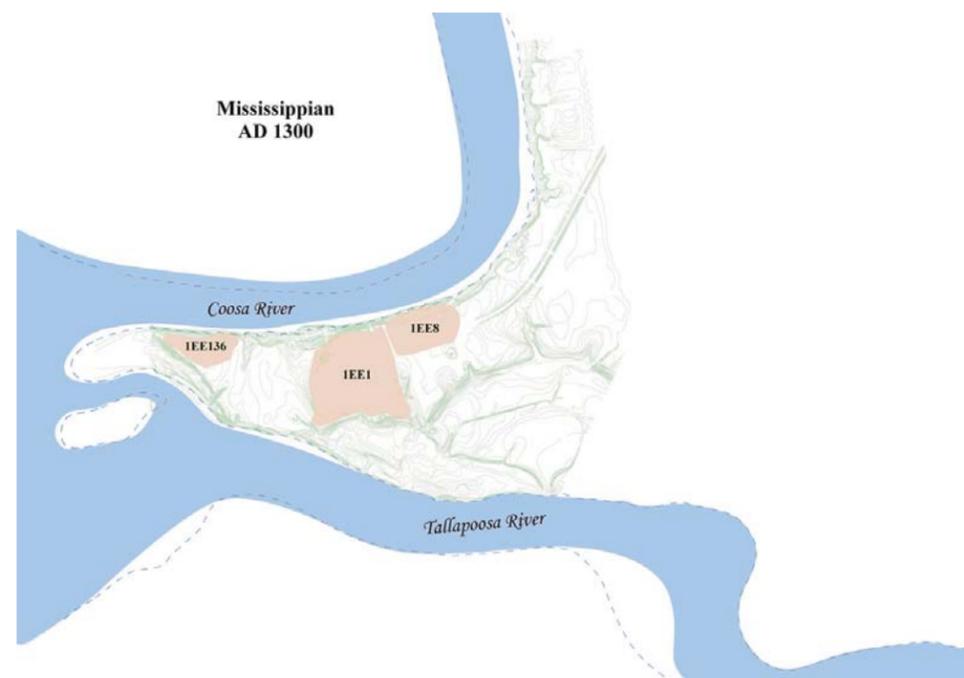


Figure 3. Mississippian, AD 1300

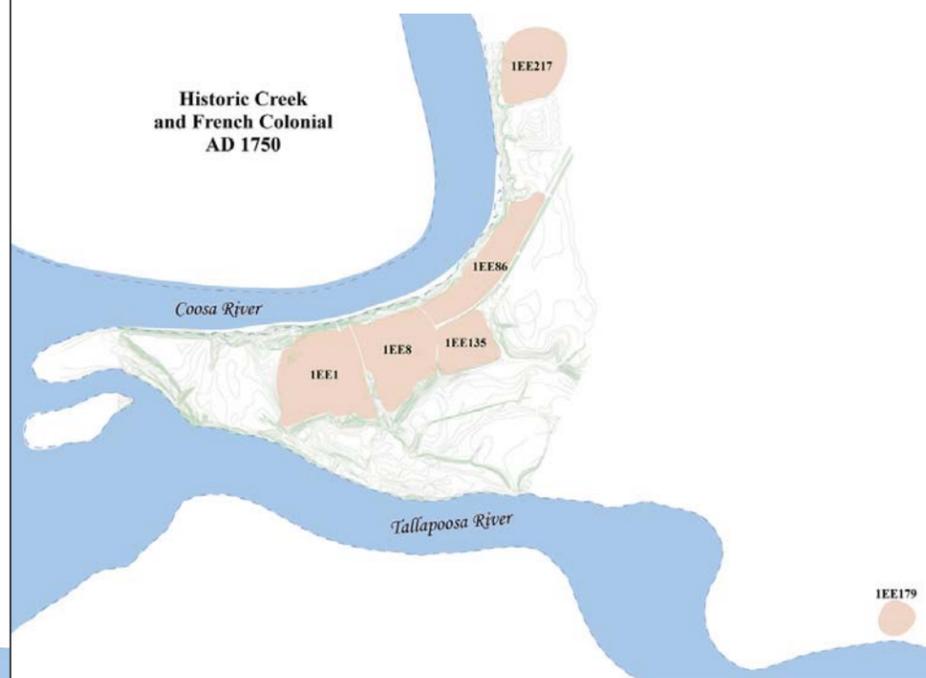


Figure 4. Historic Creek and French Colonial, AD 1750

Hypothetical Reconstruction of river location through time, with known site occupations by period.

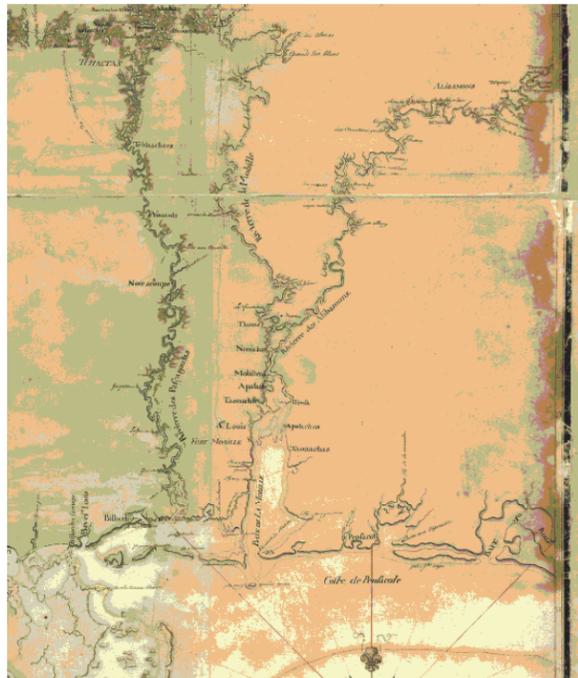
Site Keys (i.e. - 1EE136) indicate prehistoric and historic sites of occupation based on archaeological studies. (Refer to inventory of archaeological resources on the following pages for more information on the sites.)

Dashed lines indicate current shorelines.

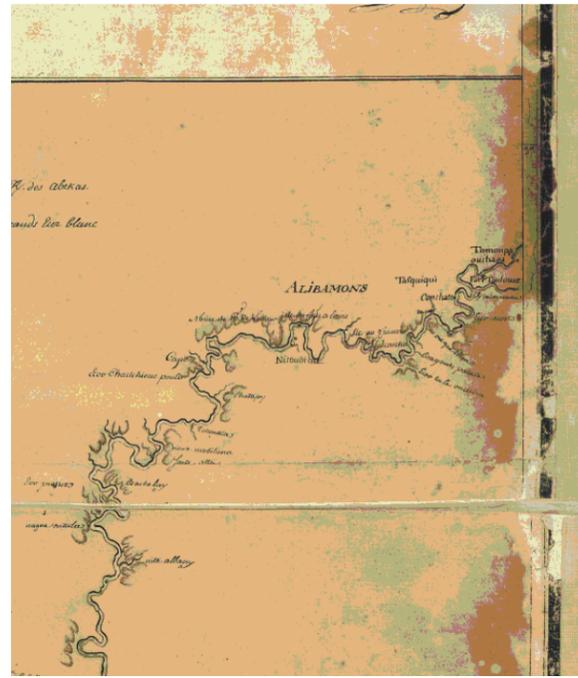


*Effect of the 1886 Flood*

[1912] Detail from untitled Buckner Beasley Map. Alabama Department of Archives and History, Montgomery. Note old Tallapoosa River channel following 1886 flood.



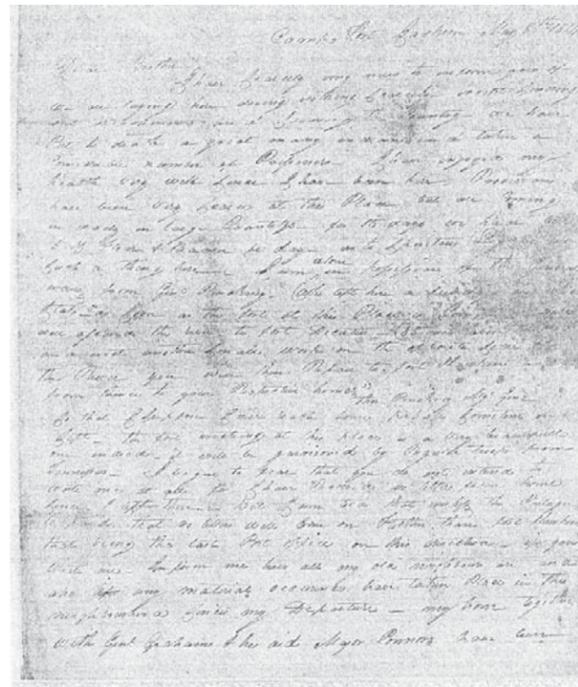
Marigny Map Detail 1



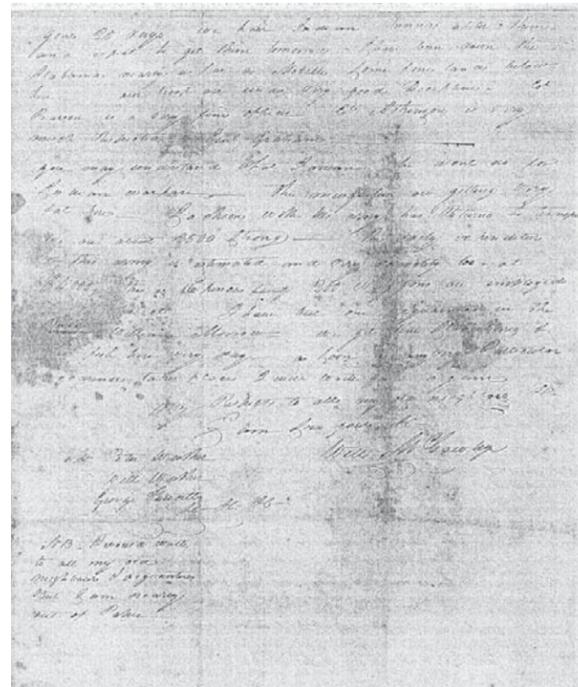
Marigny Map Detail 2

Pen-and-ink and watercolor manuscript map created in New Orleans, March 10, 1743, by François de Mandeville, Sieur de Marigny.

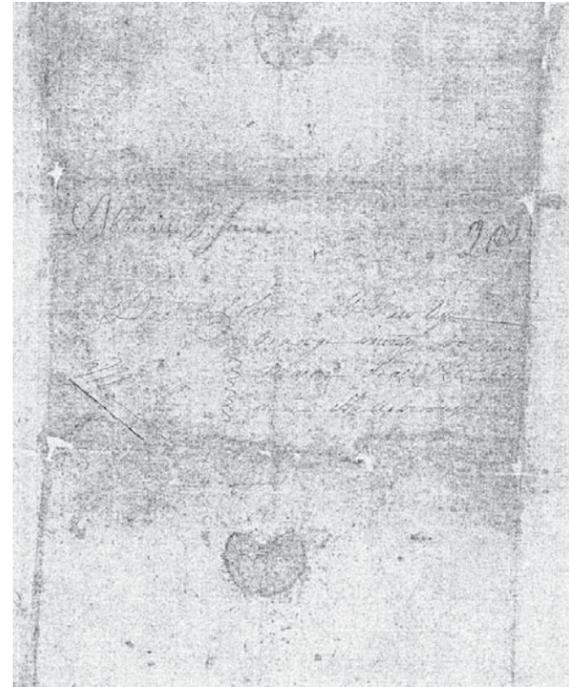
Library of Congress, Geography and Map Division, Washington, DC; Call number: G4010 1743 .D4 Vault



Andrew McCauley Papers. Southern Historical Collection, University of North Carolina at Chapel Hill. Major William McCauley to John McCauley, May 8, 1814



Bryan and Leventhorpe Family Papers, 1797-1940. Southern Historical Collection, University of North Carolina at Chapel Hill. Excerpt from Edmund Bryan's Journal, 1814



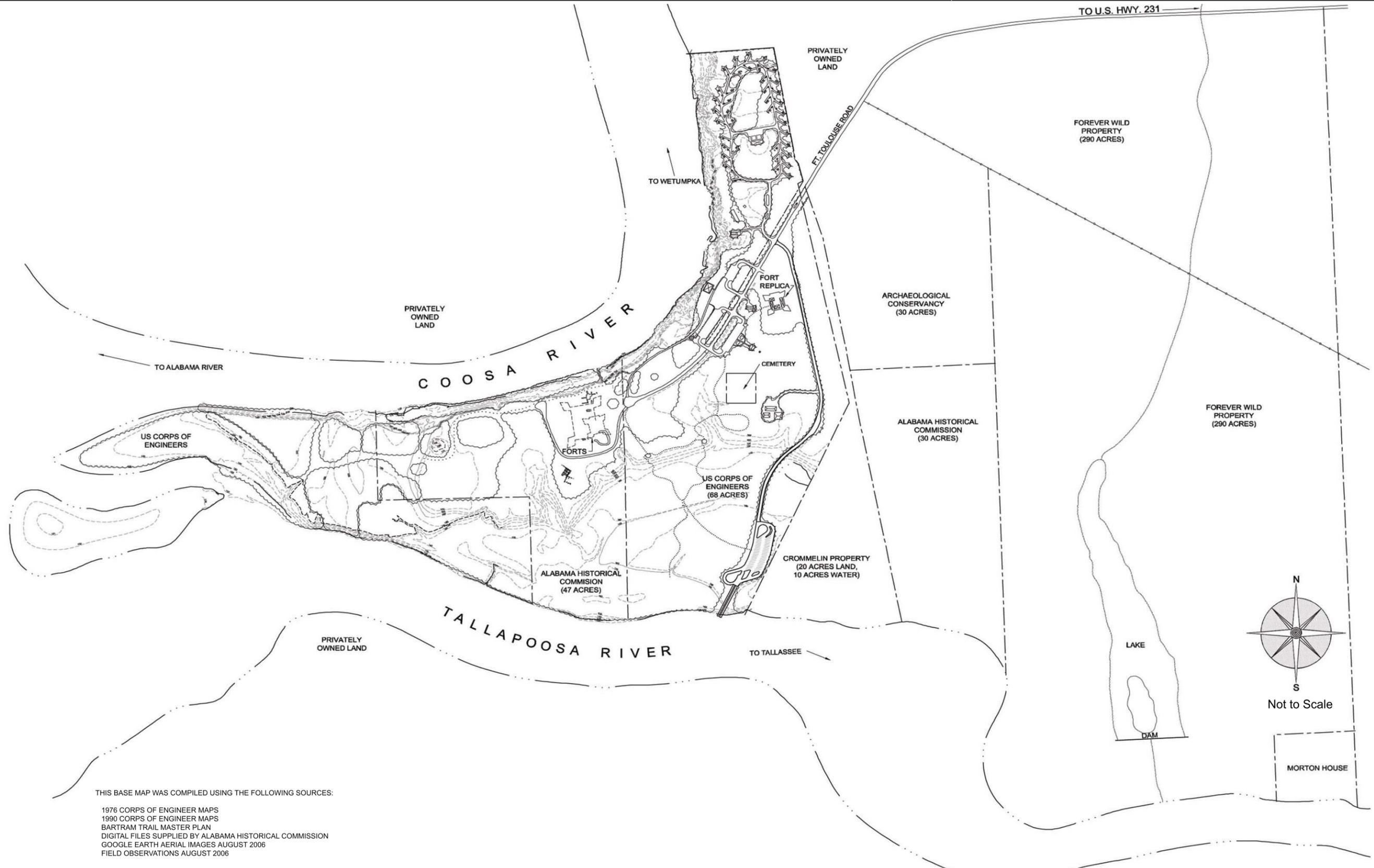
Birch Family Papers, 1808-1823. Historical Society of Pennsylvania, Philadelphia, Pennsylvania. Excerpts from George Birch's diary.



SITE ANALYSIS

# Site Analysis

## Existing Structures/Property Ownership



THIS BASE MAP WAS COMPILED USING THE FOLLOWING SOURCES:

- 1976 CORPS OF ENGINEER MAPS
- 1990 CORPS OF ENGINEER MAPS
- BARTRAM TRAIL MASTER PLAN
- DIGITAL FILES SUPPLIED BY ALABAMA HISTORICAL COMMISSION
- GOOGLE EARTH AERIAL IMAGES AUGUST 2006
- FIELD OBSERVATIONS AUGUST 2006

# Site Analysis

## Physiographic Areas/ Traffic

### LEGEND

- AREA A1 - High Ground: Good for development, building, construction parking, camping, recreation
- AREA A2 - High Ground: Rich Archeological Sites; preserved for ex. & potential future dig sites
- AREA B - Low Ground: Potential flooding; recreation & trails, wild life habitat
- AREA C - Steep Slopes: Preserve as vegetated buffer areas & prevention of erosion
- ✳ Park Access; Boat/ Canoe
- ➔ View Sheds
- ⋯ Pedestrian Circulation
- Vehicular Circulation
- ✳ Park Access; Vehicle/ Pedestrian



# Site Analysis

## Soils

### LEGEND

- Ad - Augusta silt loam
- Cm - Congaree fine sandy loam
- Cn - Congaree silt loam
- Wb - Wickham - Altavista clay loams, eroded, sloping phases
- Wc - Wickham fine sandy loam

Soil map information courtesy of Natural Resources Conservation Services - Wetumpka Service Center

### Soil Descriptions

- **Ad - Augusta silt loam**  
The Augusta series consists of: deep, somewhat poorly drained, moderately permeable soils that formed in loamy alluvial sediments  
These soils are on stream terraces in the major land resource areas of the Southern Piedmont and Southern Coastal Plain  
The soils range from very strongly acid to medium acid throughout except for the surface layer in limed areas  
In places, Augusta soils are flooded for 2 to 7 days in winter and spring  
The water table commonly is at a depth of about 1 to 2 feet in winter and spring
- **Cm - Congaree fine sandy loam**
- **Cn - Congaree silt loam**  
The Congaree series consists of: deep, well to moderately well drained, moderately permeable loamy soils  
Formed in fluvial sediments  
Depth to bedrock commonly is more than 10 feet  
The soil is very strongly acid to neutral throughout but some part of the control section has a pH of 5.5 or higher  
These soils flood for brief periods, during winter or spring
- **Wb - Wickham-Altavista clay loams, eroded, sloping phases**
- **Wc - Wickham fine sandy loam**  
The Wickham series consists of: very deep, well drained, moderately permeable soils on stream terraces  
In the Piedmont and Coastal Plain and Low Coastal Plain terraces  
The soil formed in fluvial and marine sediments

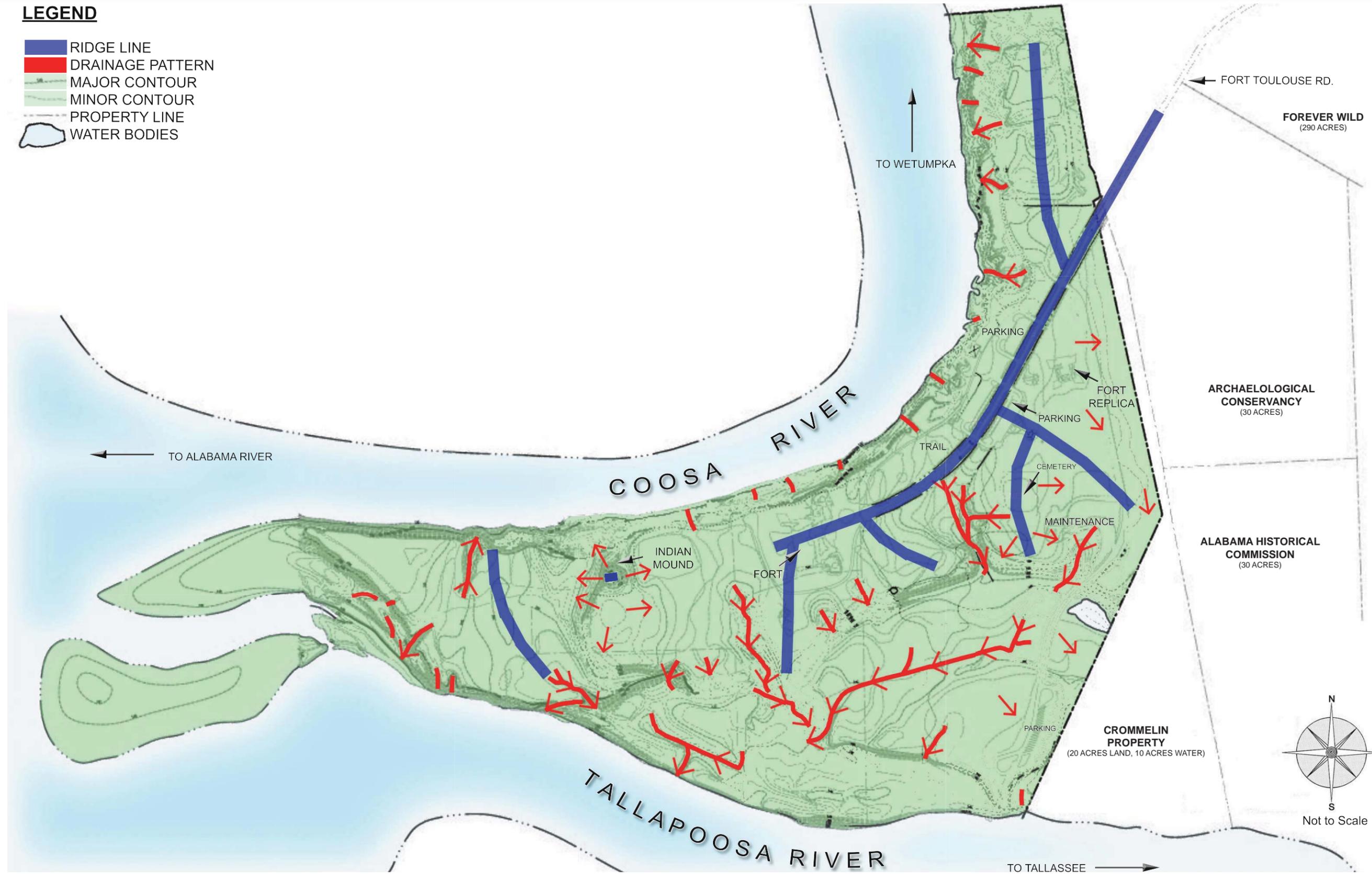


# Site Analysis

## Hydrology

### LEGEND

-  RIDGE LINE
-  DRAINAGE PATTERN
-  MAJOR CONTOUR
-  MINOR CONTOUR
-  PROPERTY LINE
-  WATER BODIES



# Site Analysis

## Existing Vegetation

### LEGEND

- OPEN GRASS AREAS
- OAK/ HICKORY FOREST
- LOWLAND FOREST
- SWEETGUM FOREST
- CANEBREAK





MASTER PLAN COMPONENTS

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# Conceptual Interpretive Plan

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- ◆ Introduction
- ◆ Mission
- ◆ Audience
- ◆ Vision
- ◆ Themes
- ◆ Exhibit Elements
- ◆ Program Components
- ◆ Visitor Experience Diagrams
- ◆ The Visitor Experience
- ◆ Program Requirements
- ◆ Conclusion

## Introduction

What makes Fort Toulouse-Fort Jackson State Historic Park so special is that the historical and physical elements of a captivating experience are there, waiting to be shaped and developed into the first-rate attraction. It is already a designated National Historic Landmark in recognition of its exceptional significance to American history and culture. The challenge for Hilferty & Associates is to find a way to take the very complex history and simplify it, making it understandable to a wide audience while keeping the stories and exhibits both accurate and engaging. We want visitors to feel energized and excited to meet the next scene around the next bend in the trail on their voyage of discovery through the Park.

Two members of Hilferty, the museum planning and exhibit design firm working with the HKW Associates planning team, arrived in Montgomery on 16 April 2007 to begin the process of developing the Conceptual Interpretive Plan. Our first stop was a visit to the museum at the Alabama Department of Archives & History, with special attention paid to the American Indian Gallery and its displays relating to the Forts site. This gave us an important opportunity to see many relevant artifacts.

The main attraction on the 16th was a tour of the Park. Site Director Jim Parker and Director of Historic Sites Mark Driscoll introduced us to the historic and natural surroundings. We began in the current visitor center, then explored the replica fort and Indian village. From there, we wandered through portions of the Bartram Trail and along the river to the Fort Jackson site and Indian mound. The visit was necessary to understand how important the setting is to the story, to walk along the paths general visitors might take, and to begin thinking about the quantity and types of interpretive elements that might best showcase the diverse attractions the Park has to offer.

Hilferty then led a Vision Workshop at the HKW offices on April 17. The design team—architects, exhibit designers, and landscape architects from Ross Land Design—joined with project stakeholders from history, archaeology, education, recreation and marketing arenas. We explored the mission, intended audience, subject matter and messages that a newly interpreted site will emphasize. Some initial exhibit concepts were also shared. The results of the Vision Workshop are presented in Appendix A of this report.

Understanding what attracts people to historical, recreational, and entertainment venues in general, how visitors actually experience a site and interact with it, and their specific feelings and ideas about the Fort Toulouse-Fort Jackson Park is very important for Hilferty as we undertake the planning process. To find out what is in people's hearts and on their minds, we distributed questionnaires to Workshop attendees, who in turn passed them along to additional stakeholders. A summary of responses is included in Appendix B at the end of this report.

Armed with the results of the Vision Workshop and questionnaire responses, the archaeology and history components of the Alabama Historical Commission Master Plan for Fort Toulouse-Fort Jackson Park prepared by Kathryn H. Braund and Gregory A. Waselkov, and additional research, Hilferty returned to its offices and gathered staff together for a brainstorming session to flesh out interpretive ideas. All of these elements were considered in shaping this document.

What is a Conceptual Interpretive Plan? It is a cornerstone on which to forge a fully interpreted site. It presents possibilities, opening doors to a breadth of visitor experiences designed to engage and “wow” audiences, to exhibits that truly showcase the amazing history and natural environment. Its ultimate purpose is to set Fort Toulouse-Fort Jackson Park on the path to fulfill its potential as one of the most unique sites in Alabama. And it begins by looking at the Park's mission, answering the fundamental question of why it exists at all.

## Mission

A mission defines an institution's purpose, its reason for being. The mission statement puts this purpose in writing, into an outline of values and visions that are at the core of everything the organization is about, to whom it pertains, and what it intends to do. It is stated clearly so that it is understood by all stakeholders.

A successful mission is the organization's most basic management tool, a guide for planning and prioritizing goals, the basis for establishing policy. It is reflected in procedures and resource allocations. A mission statement is a living document, to be reviewed and revised as an organization matures and changes or as outside forces recast its earlier purpose in new light.



# Conceptual Interpretive Plan

continued

Fort Toulouse-Fort Jackson Park abides by the mission of the Alabama Historical Commission to “protect, preserve and interpret Alabama’s historic places.” At the Vision Workshop, referencing tenets of sister organizations—particularly the U.S. Army Corps of Engineers—the participants at the Vision Workshop held at the HKW Architects offices in Birmingham crafted this working mission statement to help guide Hilferty’s development of interpretive visitor experiences:

*The mission of Fort Toulouse-Fort Jackson Park is to collect, preserve and interpret the natural and cultural resources of the Park for the enjoyment and education of today’s and future generations/audiences; maintain and promote the Park as a destination for compatible, focused archaeological, historic, scientific, and recreational pursuits/opportunities; serve as a regional campground and a family destination for compatible, focused archaeological, historic, scientific, and recreational pursuits/opportunities; serve as a regional campground and a family destination; and create the means to fund and maintain the preservation, interpretive, educational, and recreational activities.*

Under this mission, the Park is obligated to insure funding to sustain it over time so that it will operate at the highest level in all its aspects, from hospitality, to recreation, to professional museum standards and practices. The duty to serve is also written into this mission statement, not just as a regional campground, but also as a place where entertainment, education, and enjoyment thrive. Importantly, it is not enough for the Park to collect, preserve, interpret, and maintain the site in a vacuum—it must be for somebody. To reach its audience, the Park must promote itself and its offerings.

## Audience

The site currently attracts an estimated 100,000-plus visitors annually. Of these, many are locals who walk the trails and walk their dogs on a daily basis. A substantial number of visitors come for its seasonal special events, especially the living history programs. The Park’s goal is to draw more visitors and keep the attendance high year after year.

Being all things to all people is what many sites hope to achieve. In practice, targeting specific audiences helps guide program development and channel resources where they are most effective.

**Grade school groups** located throughout Alabama were singled out in the Vision Workshop as being a—if not the—key target

audience, particularly fourth graders who attend curriculum-based programs. Currently, almost all the schools concentrate on one event, the annual Alabama Frontier Days. A goal for the future is to present the same exciting and relevant experience on a year-round basis to attract a continuous stream of students and educators. Offering a wider range of programs that adapt additional curricula will draw more schools to the site from the region, potentially bringing in pre-K through high school age children.

**Families** are right behind school groups as a sought-after audience. Their needs and expectations about the Park will be varied within individual families as well as from one to the next. Some will come solely for recreational camping and boating. Others will focus on the cultural offerings, or on the nature trails. Some families would enjoy a living history experience, others a self-directed museum exhibit. Age levels and interests, physical mobility and accessibility issues, seasonal weather, time and money to spend are just a few of the factors that the Park must take into account if it is to succeed in appealing to the family audience.

There are many other potentially important audiences to seek. With its incredible artifacts yet to be unearthed at in situ archaeological and historical features, and relevant documents from throughout the world to review and interpret, the Park can readily attract **historians and archaeologists**—from college students to professors, amateur “buffs” to professional researchers—if it promotes its unique history and untapped resources, and makes preservation and study of them possible and desirable to do on-site. **The science community**, particularly associated with biology and the natural environment, is also a principal audience to court.

The breadth of stories associated with the Park can make it a magnet for diverse visitation. The site already attracts a wide range of visitors from throughout America as well as overseas, such as Canadian “snowbirds” passing through the area and international students and their families from the U.S. Air War College at the nearby base. American Indians, especially from the Muskogee/Alabama Nations on their heritage trail, are a crucial population to target. There are also significant numbers of non-Indians who are particularly interested in Native American history. Europeans in search of their Spanish, French, and English empire heritage are a natural audience to cultivate. Pulling in a more racially diverse audience can be accomplished if the Park makes its cultural and recreational offerings meaningful to these groups.

There are also opportunities to attract a **general audience** of organized tour groups, specialty clubs (such as birdwatchers), eco tourists, and recreation enthusiasts including RV-ers, hikers and canoeists. The Park may wish to undertake a formal evaluation of these and other audiences to see if, and how, it can appeal to them. Perhaps focusing on a particular time of year, or a special program, or a targeted regional marketing campaign will make the difference in attracting the wider audience and enticing them to come back for more. Not to be neglected, there is a potential worldwide virtual audience that may take advantage of the Park's online resources.

Attracting an audience is only the beginning. **Making sure their needs are met** is essential to a successful visit. School groups need classroom and lunchroom areas. Researchers need readily accessible archives and study spaces. International visitors may need interpretation in their native languages. Hearing impaired visitors need closed captioning options during media presentations, while those with visual impairment may seek more audio and tactile exhibits. Parents with small children need baby feeding areas and changing stations. Mobility impaired patrons need rest areas and accessible pathways. And the list goes on. The Park's challenge is to meet these numerous requirements and expectations, and to anticipate those that may arise in the future.

## Vision

As a National Historical Landmark, Fort Toulouse-Fort Jackson Park holds a place of distinction as an outstanding representative of American history, sharing the honor with such sites as Mount Vernon, Pearl Harbor, and the Martin Luther King Birthplace. Refurbishing existing facilities and adding others, reinvigorating existing education programs and supporting new ones, fully interpreting the unique site features and making them accessible to a wide audience **will make the site match its notable recognition**. At the heart of a renewed site is a **heritage center and museum** that will gather the diverse stories—of history, culture, nature, and preservation—and present them in captivating, not-to-be-missed exhibitions. The redeveloped site may warrant a **name change** to better reflect the breadth of its mission, something succinct that quickly connects the visitor to the place and its offerings.

The mark of success will be the Park's **acknowledgment as one of Alabama's top destinations** from the state legislature and other key partners; truly visionary plans will move ahead with sanction by—and financial backing from—these key partners.

What makes the Park worthy of such attention? To begin with, it has one of the most unique prehistories in the state. Ten thousand years of human occupation have left an incredible cultural legacy—much of it still to be unearthed and studied. Known artifacts alone encompass the greater Alabama heritage, as people traveled to and through this small peninsula from far and wide for millennia. Fort Toulouse-Fort Jackson Park is one of the few protohistoric sites in Alabama open to the public. The archaeological record extends through the recent past, linking American Indian cultures with colonial European and American histories.

In order to properly gather and interpret this extraordinary collection, the Park looks to expand its archaeology program. Scholars, students, and the general public will become more actively involved in ongoing scientific excavations and preservation efforts with the addition of a **state of the art, publicly accessible archaeology lab** built on the site where this material originates. In combination with a **new on-site research facility** for analysis of the historical record, the lab and study center will create a high-profile focal point for significantly increasing knowledge about the site and its collections. Channeling the artifacts and scholarship into interpreted exhibitions, open storage study displays, hands-on education programs, Internet collections databases and virtual exhibits will make the bulk of this material accessible to a wide audience.

The Park is minimally interpreted—the vast majority of visitors today do not know of the remarkable heritage beneath their feet. Stakeholders envision **cultural interpretation spread throughout the site**. The distinction between the original Fort Toulouse and Fort Jackson will be physically marked and historically discussed. The Indian villages, archaeological sites, and mound will be pointed out and explored on location. The exterior elements will be tied together with interpretation that places their sweeping stretch of history in context of time and place. Exterior-quality exhibits, wayfinding and historic signage, outdoor audio and weatherproof computer kiosks, wireless and cell-phone-accessible stories are a few of the methods and technologies for bringing information to remote areas.

The exterior interpretive systems should capitalize on live presentations. The living history program that envelops visitors in a multi-sensory interactive experience is one of the Park's treasures. The vision is to build up the interpretation program and **make living history an every day, year-round offering**. This will enhance the school programs and draw educators and students throughout the



# Conceptual Interpretive Plan

*continued*

year, as previously mentioned. And it will give general visitors the opportunity to take advantage of all the site has to offer, no matter when they stop in. With an increased pool of costumed interpreters, the living history program could itself expand to include additional first-person portrayals—of William Bartram, for example. In-house **third-person guides** or “explainers” can lead visitors on nature trails, biology field trips, and canoe journeys.

At the centerpiece of the living history program are the replicas. Fort Toulouse III, the Creek structures, and the partially recreated Fort Jackson enhance the interpretive possibilities and programs of the Park. Adding remaining elements to Fort Toulouse and Fort Jackson, constructing a French colonial farmstead, and expanding the Alabama Indian village will complete the replicas and allow the historical educational programs to reach their full potential. Portable exhibit elements and signage can **complement the replicas** when live interpreters are not present, then be moved out of the way for living history presentations. Bunkhouses and other buildings can be used for overnight camp-ins, or even as housing for student interns and others involved in multi-day archaeology programs. Not just for children, overnight and day programs will also attract adults by offering such experiences as colonial cooking classes or “day in the life of a French Marine” immersive adventures. Maintaining live animals that accurately represent wild and domesticated species found on site historically—such as deer, chickens, pigs, and oxen—also unleashes a wealth of educational opportunities.

The same features that drew people here for thousands of years still bring them: the beauty of the site, the rivers, the nature trails and recreational options. **The vision is to preserve and expand the outdoor experiences** throughout the park. Strategic thinning of the overgrowth, making the Coosa River visible from stations along the bluff, is on the list of improvements. The hiking trails system can be linked to the Forever Wild land bordering the Park. While some trails will be interpreted with signage and exhibit elements, as mentioned previously, others will remain pristine and label-free. **The Bartram Trail will be updated and enlarged**, possibly linking to a tree-canopy walkway through the forested lowland areas. Improvements to the docks, picnic pavilions, outdoor restrooms, rough campsites and campground will strengthen canoeing, tour boat, event, and camping activities. The addition of an amphitheater will open the outdoors to a multitude of performances.

The Park’s ambition to tell the whole story, beginning with pre-historic peoples and ending at Alabama statehood, will be realized with the addition of **a new, modern heritage center** and its museum. Beautifully designed and eye-catching exhibits—a tasteful but engaging mix of genuine artifacts, reproduction props and environments, graphic images, hands-on elements, and gripping multimedia presentations—will appeal to visitors of all ages. The exhibits will be accessible, both in conveying information to match varied learning styles, and in addressing the special needs of Park patrons with limitations on physical and/or developmental abilities. There will be adequate space for permanent exhibits that showcase the collections and histories, and for temporary rotating exhibits that keep the interpretation fresh and exciting.

Having a **place for lectures and programs** is essential in a new heritage center. If dedicated, separate auditorium and classrooms are not feasible, a multipurpose room can be divided into smaller spaces as needed. This multipurpose area should have media capabilities throughout, with the potential to plug in videoconferencing technology that can connect the Park to remote classrooms and sites. Wet areas are also desirable; Useful for conducting nature programs as well as for arts and crafts. If separate lunchrooms are not provided, the multipurpose space can fit the bill. Additionally, having a commercial catering kitchen in proximity to the multipurpose room will give the center more options on the types of events it is able to hold.

Attention to **amenities and back-of-house support services** will make the center a comfortable and inviting facility. Sufficient rest areas and restrooms, an expanded museum store, offices and meeting rooms, collections storage and work areas, a restaurant or food vending area, and bus and handicapped visitor drop-off and gathering zones are just a few elements that will be incorporated into the new building or buildings. The archaeology lab and research center may also be integrated into the main center, offering the advantage of putting artifacts and study materials within easy proximity to exhibit development and preparatory areas, consolidating environmental and preservation requirements, and placing the lab itself on exhibit to the general public.

The vision ultimately comes together in recognizing the critical need to **develop and sustain the staff** necessary to make Fort Toulouse-Fort Jackson Park the best that it can be. All of the raw materials are there—the exciting histories, the rare collections, knowledgeable core staff, the singular location—but they require



# Conceptual Interpretive Plan

*continued*

additional people to preserve, interpret, and promote them. From groundskeeper to Site Director, volunteer coordinator to curator, living history presenter to information desk attendant—everyone has a role to play. Insuring that there are sufficient numbers of staff to do the job, and backing them financially to operate the site at peak performance, will pay off in the recognition by visitors that Fort Toulouse-Fort Jackson Park is a place they will always remember, a venue that it is so wondrous that they will want to return to experience it again.

## Themes

A great deal of thought and effort has already been directed toward compiling key storylines associated with Fort Toulouse-Fort Jackson Park. The *Archaeology and History Components* report of the *Fort Toulouse-Fort Jackson Park Master Plan*, produced by Kathryn H. Braund and Gregory A. Waselkov in April 2007, contains a detailed outline of essential interpretive themes and messages. This Conceptual Interpretive Plan takes its cues from that report, and accepts its tenets as the basis for developing the proposed visitor experience.

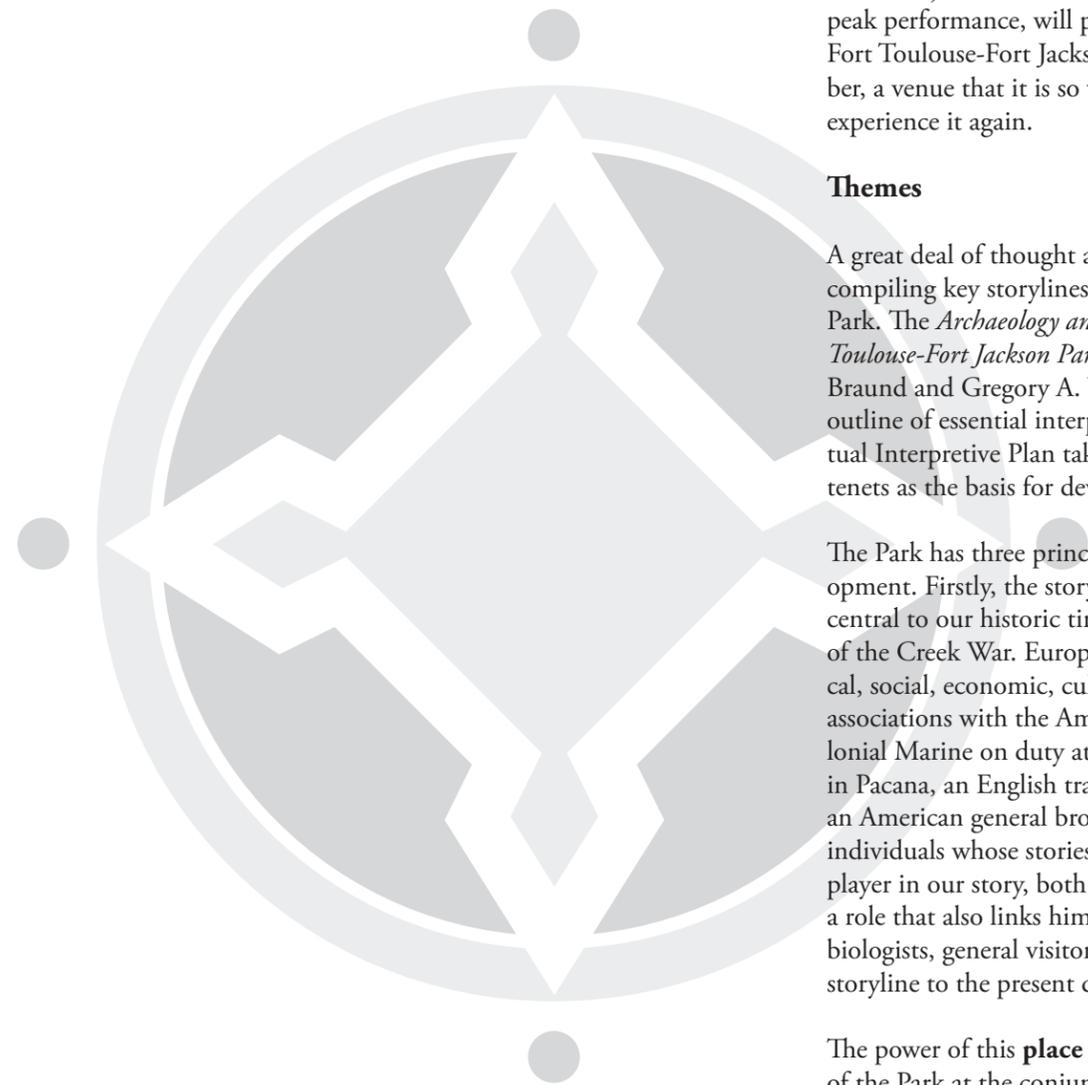
The Park has three principal subjects that guide interpretive development. Firstly, the story is about **people**. Native Americans are central to our historic time frame from prehistory through the end of the Creek War. European and American interventions—political, social, economic, cultural—influenced or were affected by associations with the American Indians in the region. A French Colonial Marine on duty at Fort Toulouse, an Alabama Indian living in Pacana, an English trader passing through on an overland route, an American general brokering a treaty, are just a few of the many individuals whose stories will be told. William Bartram is a featured player in our story, both as a naturalist and cultural anthropologist, a role that also links him with the Creek histories. Archaeologists, biologists, general visitors to and users of the site, carry the people storyline to the present day.

The power of this **place** is the second subject of note. The location of the Park at the conjunction of three rivers, the crossroads of overland and water trade routes, the site of settlements for thousands of years, is crucial to understanding history of the region America in general. The importance of the rivers—food and water supplies, travel and trade, and even their erosive power that reshaped the peninsula over time—cannot be overstated. The Park is a place of spirituality, evidenced by the mound, Indian burials and later cemetery, and a place of beauty, admired as an ideal location for a city. The climate and weather swamp the low-lying areas, but also make

the bluff a prime site for growing crops. This place was a key strategic locale for European and later American interests. Indian villages, the French fort, and Alabama Post uniquely shared this small spit of land in harmony. The place is a museum of nature, with an array of flora and fauna that has attracted Bartram to modern birders and biologists. Today, it survives not only as a place of history, but also as an active recreational area.

The crucial role of **preservation** is the third main subject. It is key to understanding cultural heritage at the site. The extraordinary concentration of archaeological and historical resources is the chief reason the Park came into existence, and the primary reason for visiting the site. The need to properly maintain the site is underscored by the changing interpretations of it over time, as new generations reexamine existing historical evidence, research recently discovered elements, and draw new conclusions—seen in part in the rebuilding of the Fort Toulouse replica to more accurately represent its historic counterpart. It is a story of items that were lost over time as they were removed from the site, and what role these missing pieces play in teaching people the importance of sound stewardship over their cultural legacy—emphasizing the general public's role in insuring the continued existence of the site and its treasures. It is preservation that makes possible today's use of the Park for recreation as well as the enjoyment and study of history. These people, place, and preservation subjects are incorporated into six core interpretive themes that serve as the basis for developing the exhibits:

- **Original People.** Humans have occupied the Fort Toulouse-Fort Jackson Park site for 10,000 years, at least from the end of the last Ice Age. Their presence is documented by evidence they left behind, particularly in the impressive earthworks mound, burials, midden, and in stone tools and pottery that withstood decay over time. Different eras brought different cultures to the peninsula, from transient Paleoindians and Archaic peoples, through Gulf Formational populations, to the Woodland inhabitants who settled into villages, and beyond to the Mississippians who bring us to the cusp of the historic period. Spanish explorer Hernando DeSoto noted thriving Indian communities when he came through the region in 1540.
- **Historic Creek Indians.** The Creek Indians, particularly the Alabama tribes, are central to the historic importance of the Park. The Creeks lay claim to vast southeastern territory, uniting disparate tribes into a Nation. Their influence over wider Indian culture and actions with respect to European interests in the colonies had profound ramifications on the social,



economic, and political order of the day. Their story spans the dramatic changes on the American continent during the eighteenth and early nineteenth centuries; it is the Alabama Indian towns centered around the confluence of rivers that made Fort Toulouse possible, and the demise of the Creeks that is framed by Fort Jackson.

- **France and the Contest for Empire.** Fort Toulouse was a key strategic outpost of French colonial Louisiana and critically important to the Creek Indians as a counterbalance to British influence in the South. As a trading post, as the most remote station on the southern French frontier, Fort Toulouse played a diplomatic and economic role in furthering French interests. The French Colonial Marines and civilians living at the nearby Alabama Post settlement developed complex social relationships with neighboring Alabama Indians, who permitted them to occupy their lands and remained staunch supporters. Events on the world stage, particularly the Seven Years' War, had profound implications for the French in the Americas, ending France's connection with Fort Toulouse and the Alabama Post.
- **William Bartram.** Bartram's observations as a naturalist and cultural anthropologist are important to our understanding of the eighteenth-century South. His 1791 *Travels*, as the book was widely known, chronicled his tour of the region some twenty years before. Bartram was America's first native-born naturalist. Through scientific examination, he documented key botanical discoveries and, as an accomplished artist, illustrated the flora and fauna—and aspects of Indian life—he encountered. His written descriptions of Creek culture also reveal a wealth of information. Bartram's visit to the long-abandoned Fort Toulouse site and Alabama Indian town of Taskigi give us a window in time that connects the modern Park to its historic and environmental past.
- **The Creek War and American Conquest.** The Creek War of 1813-1814 effectively ended Creek dominance over much of Alabama and the South, and opened land for expansion of American states. It brought Andrew Jackson to the region, culminating in the Treaty of Fort Jackson (built on the ruins of Fort Toulouse in 1814) on 9 August 1814, which ceded Creek territory to American control. It may be seen as the beginning of Indian Removal in Alabama, as the war was used to urge Americans to push out Indians who, it was said, could and likely would again take up arms against them. It also marks the end date of the key historical interpretation at the Park, as the

region lost its strategic diplomatic value and turned to agricultural development.

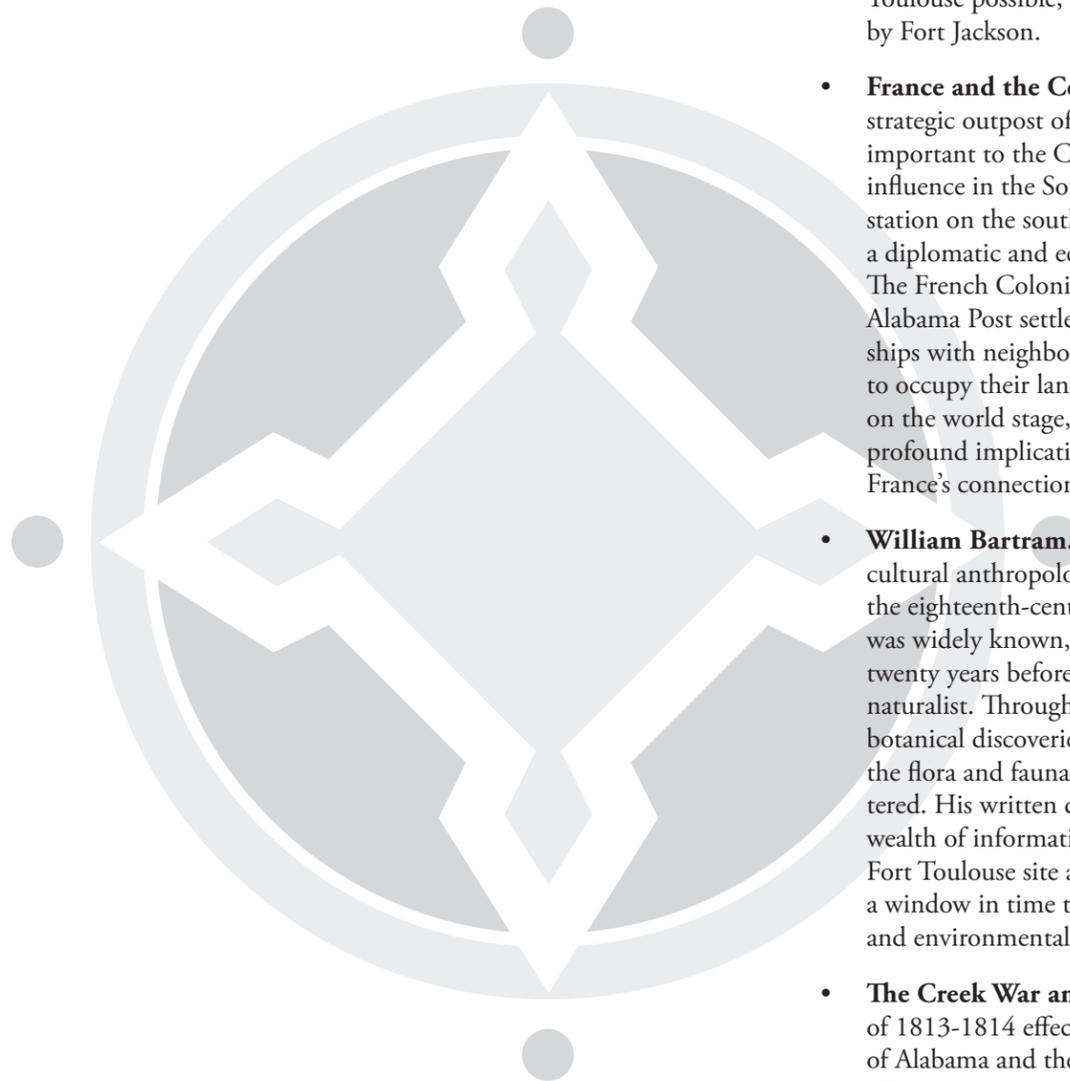
- **Remembrance, Commemoration, and Preservation.** The interpretation culminates in an exploration of why this site and its history matter to us today. In general, preservation is important for public access to education, entertainment, and recreational opportunities. Fort Toulouse-Fort Jackson Park in particular is worthy of protecting and understanding. Its history speaks to the broad history of this country, of diverse people and events that shaped the nation. The story isn't complete—there are still artifacts to unearth, documents to study, connections to be made; destroying the site will destroy the truth. We remember history precisely because it is relevant to our lives today, because our present did not arrive in a vacuum, but instead is a synthesis of all that came before.

## Exhibit Elements

There are many ways to illustrate the themes. First and foremost are the **artifacts**, the real objects directly connected to the site history. A large collection of archaeological materials is currently held by the state of Alabama. Much of it needs to be processed. Many significant pieces, including ceramics, shell objects, and European-made household and trade items, are in stored collections or on exhibit at the State Archives in Montgomery; a selection should be made available to return to the site. Ongoing archaeological excavations have the promise of substantially increasing the collection. With the exception of the burial pots, the artifacts are generally smaller-than-a-breadbox in size.

There is potential for acquisition or display of additional original materials held in other collections. Examples might be portraits, firearms, uniforms, and personal mementos of French Colonial Marines who served in Louisiana, and archival documents relating to Fort Toulouse, that are in French museums. U.S. repositories may make items associated with trade, American Indians, Andrew Jackson and the Creek War available for long-term loan. It is also possible that once a new heritage center is built at the Park, other materials that were removed from the site by private individuals in years past will find their way back through donation or purchase.

Judicious use of **reproductions** will enhance interpretation. A replica tries to accurately mimic the original. A prop is made to look the same as the original, but not necessarily function like it. Reproductions are very useful in helping to preserve fragile originals or



# Conceptual Interpretive Plan

*continued*

“fill-in-the-blanks” of missing pieces, such as decayed artifacts made from materials like cloth and leather that would not have survived over time. Archival documents may also be copied. Some reproductions are made specifically to be touchable by Park visitors in hands-on displays or education programs. Entire environments and scenes—an interior corner of a bunkhouse room, for example—may be reproduced as well. It is important to note that reproductions should never be passed off as the real, original objects, but always be revealed as copies.

Artifacts and other original items (such as paper, cloth, and leather goods) are displayed in secure, environmentally stable cases specially designed for the heritage center. Props and reproductions left open and within arms’ reach are meant to be touched. Storage for education program materials is built in throughout the center and the interpretive pavilions, often utilizing props like crates and barrels that blend into the exhibit environments.

Along the same lines as reproductions, **scale models** are indispensable exhibition tools. They can range from a topographical map of the Park, to a miniature Fort Toulouse, to a three-quarter-sized loaded *bateau* (flat-bottomed river boat), to a larger-than-life figure of Andrew Jackson. Models are not necessarily created with “diorama-like” realism. They may be monochromatic in color, or composed of case-hardened materials designed to touch or climb on. Likewise, **sculptures**—stylized to suggest something but not accurately copy it—may also be used to represent a theme. Examples of sculpture may be a partial relief figure of a French Marine that melds into a background scene, or stacked and bundled sheets of copper symbolizing deer hides.

**Text labels** are generally written at a fourth through eighth grade reading level to engage a broad audience. Labels have a recognizable hierarchy that helps visitors quickly grasp concepts. The hierarchy is in the type and size of label—from intro, to theme, to subtheme, to topic, to subtopic panel—and also in the layering of text within each panel. When possible, excerpts from original documents and direct quotations are included to reinforce the story line. Illustrations, maps, and photographs are some of the **graphical elements** used to enrich labels as well as exhibits in general, along with signs and banners or flags.

**Media**, including audiovisual and computer-based programs, are frequently incorporated into interior and exterior exhibits. Technology may include everything from simple video projections, to audio-only podcasts, to touch screen computers, to complex simulation experiences that put the user into a realistic virtual scenario.

Visitors who desire to delve more deeply into the subject matter interact with computer touch screen “smart labels.” The smart labels contain layers of content, and generally offer a menu of options that can include text, graphics, sound, and/or moving images. They may incorporate such elements as a simple database of artifacts and images, “talking head” scholar interviews, or a complex simulation game. Smart labels may also be used for the cumulative ticketing experiences described in “The Visitor Experience” section of this report.

**Interactive elements** may be solely computer-based, solely mechanical, or a combination of the two; interactives differ from props in that there is generally some action to perform beyond looking and touching.

Ultimately, **the themes drive the design**. There are multiple ways to tell a story; the skill is in finding the one that works best and gets the “most bang for the buck.” Any or all of the above-mentioned elements—from artifacts to props, computer databases to textual labels—may find their way into the interpretation at Fort Toulouse-Fort Jackson Park.

## Program Components

Before describing what the visitor will experience at Fort Toulouse-Fort Jackson Park, it is helpful to point out the major program components—areas of the site and buildings—and outline their functionality. Aspects of the Park that relate to interpretation are included in this document; other facets of the architectural, landscaping, and site management programs (such as maintenance buildings and picnic pavilions) are not detailed here. Back-of-house and administrative areas (curatorial storage, staff offices, meeting rooms, and so on) are referred to for illustrative purposes, though this is not a comprehensive accounting of such spaces.

The **overarching organizational idea** is to quickly get visitors out of their cars and into a first-class heritage center, deliver a powerful history presentation, and get the visitors out on the grounds to tour the larger site. The layout is easy to follow: stories unfold in “chapters” that begin in the museum galleries and continue along trails that fan out from the center; associated interpretive pavilions allow visitors to easily orient themselves and not feel lost or isolated.

Larger elements—possible structures and thematic areas—are shown in approximate locations to give a sense of the topical adjacencies and visitor flow. The details aren’t here yet, just the broad vision of concepts and physical elements that need to come together.



er to form a whole experience. Our intent is to organize the way people encounter the features that are already there, and to add new interpretive elements, to give the most meaningful and memorable visit possible.

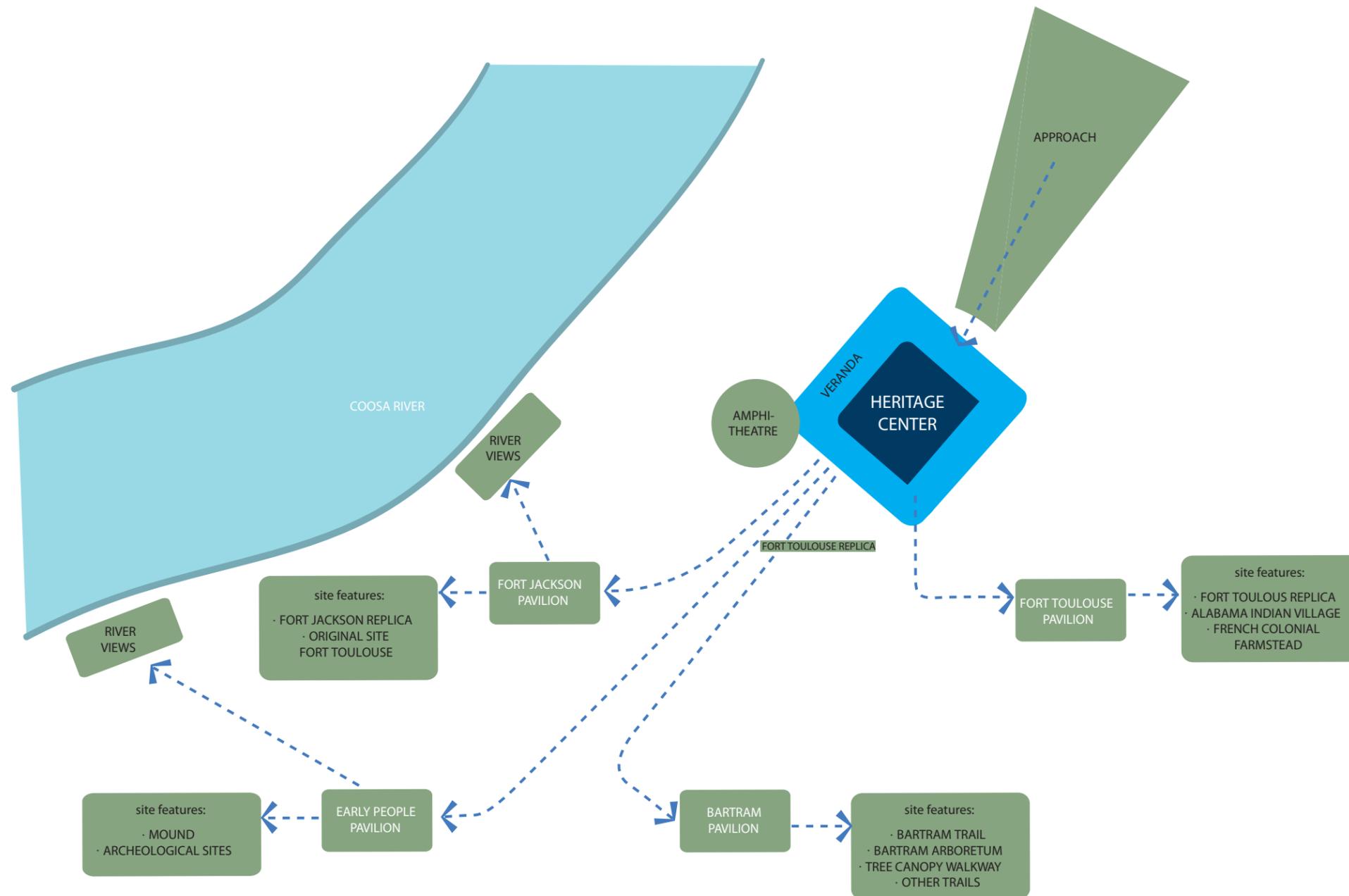
**Visitor Experience Diagrams** offer a graphical view of how the proposed program components are organized, and illustrate how the core concepts fully utilize the site. The first diagram is of the overall site. The second is a detail view of the heritage center. The center is not tied to a particular building design or site footprint, nor does the diagram lock in relative sizes of one feature to the next; it should not be confused with a floor or site plan. Rather, it shows the interconnections between concepts and areas, revealing the preferred visitor flow from space to space and experience to experience. Key overarching thematic and programming areas are highlighted. Interpretive program components include:

- **The Approach:** *announcing the Park's identity.* Visual clues suggest the character and quality of the coming experience, and whet visitor expectations as they draw near. Wayfinding signage is clear, leading from the major roadways to the entrance, passenger drop-off and parking. On site, the building architecture and exterior interpretive elements also support the Park's identity, and clearly tell visitors, "You have arrived!"
- **The Heritage Center:** *heart of the Park.* The heritage center should be the first building visitors see when they enter the site—the one that greets them and sets the tone for the experiences to come. It is the Park's museum. In addition to housing the site's main exhibitions, it will likely hold staff offices. It may incorporate an archaeology lab, research center, and a conference center (auditoriums, classrooms/lecture halls, catering services) within its structure, or any or all of these elements may be self-contained in their own buildings. The heritage center is made up of several distinct interpretive components:
  - **Entry Lobby:** *welcoming visitors.* In design, it reinforces the Approach elements and makes a seamless transition to the vocabulary of the thematic exhibits. Visitors find a spacious place to regroup. Amenities (restrooms, vending, gift shop) are easily accessed from here, and do not require an admission fee up front to take advantage of them. Groups may have a separate entrance so as not to crowd the main doors. The lobby may serve as the main navigational core

of the center, from where the changing exhibits gallery, research center, classrooms, offices, and auditorium are easily accessed; visitors should not have to meander through permanent exhibit galleries to reach them.

- **Orientation Experience:** *palate cleanser.* A dramatic "wow" experience somewhere near the beginning of the tour enables visitors to temporarily set aside thoughts of their daily lives and mentally transition to the moment. Studies reveal that visitors who attend such an experience ultimately become more receptive to exhibit content. The orientation is brief, emotionally evocative, and captures the core messages of the Park—but it is not didactic. It should contain some element of surprise that stimulates the senses. Orientation can be in a traditional theater-type setting, or may occur in a specially designed space with non-traditional seating and multimedia elements.
- **Changing Exhibits Gallery:** *flexible and fresh.* Changing exhibits offer the potential for increased attendance, revenue, and publicity. The gallery also allows the Park to present stories not covered in the permanent exhibits. In design, temporary exhibit galleries should be simple, elegant, and flexible in order to host a wide variety of exhibits and events. Lighting, power, and data infrastructure are designed to support multiple exhibit configurations. Ideally, the changing exhibits gallery has a visual connection to the lobby in order to pique visitor interest and encourage attendance.
- **Permanent Exhibits:** *meat of the matter.* The permanent exhibits are based around the six themes outlined earlier in this report: Original People; Historic Creek Indians; France and the Contest for Empire; William Bartram; The Creek War and American Conquest; Remembrance, Commemoration, and Preservation. The physical layout is intuitive; visual clues direct patrons from one space to the other without relying on wayfinding signage. Exhibits invite visitors to tour the space in a designed sequence, yet there are choices so that the experience does not feel rigid and overly linear. There is a logical hierarchy to information, and stories are presented using multiple techniques to appeal to a broad range of learning styles and interests. The permanent exhibits include pause areas, and may connect to views of the outside—important to prevent visitor fatigue. Group gathering spaces are designed into the exhibits to accommodate in-gallery presentations. The content begun in the permanent exhibits flows beyond the heritage center into exterior exhibits.





VISITOR EXPERIENCE DIAGRAM: Overall Site

- **Education / Public Programming Spaces:** *nurturing knowledge.* As mentioned above, the permanent galleries will include teaching spaces to facilitate educational programming within the context of the galleries. These may be offered as a series of discreet areas throughout the heritage center that are designed to hold groups, such as separate alcove rooms and gathering spaces within the environmental settings. Park educators will be encouraged not to simply tour school groups through the exhibits, but to create curricula that use the exhibits as jumping off points for exploring elements of the stories. Dedicated classrooms (perhaps a large, multipurpose room that may be divided up into a series of smaller rooms as needed) allow for intensive and extended programs. They are equipped with media capabilities that can link the heritage center with other classrooms or sites. Wet areas increase the programming potential. (Note that there are additional education spaces throughout the Park; interpreters may be stationed at interpretive pavilions, picnic pavilions, and replica fort buildings along the Park's trails.)
- **Archaeology Lab / Research Center:** *active and vital.* Both the archaeology lab and research center/archive are hubs of activity. They may ultimately be designed as independent buildings. There are compelling reasons to attach them to and/or integrate them within the heritage center—chiefly to incorporate the ongoing lab work and open storage study collections as part of the main thematic exhibits (“archaeologists under glass”). The lab has the potential to bring in scientists and students to continue working with previously and newly excavated materials, and would ideally have an adjoining classroom.
- **The Amphitheater:** *on with the show.* The amphitheater opens the Park to a wide array of events and education programs. The outdoor space has a stage with some sun and weather protection. It is adjacent to the heritage center to take advantage of proximate parking areas and power systems for lighting and sound. Bathrooms, and possible food service, should be easily accessible. The amphitheater is also the hub of the trail system. It is the lynchpin connecting the heritage center exhibits with exterior interpretive elements, including exhibits, historical and archaeological sites, and the replica structures.

# Conceptual Interpretive Plan

*continued*



- **The Trails:** *paths to enlightenment.* Four main trails fan out from the amphitheater hub. These trails continue the historic, cultural, and scientific interpretation begun in the heritage center permanent exhibits, bringing visitors to the actual and/or recreated sites where events took place (see descriptions below in Exterior Exhibits and Site Features for more information on the interpretive elements). The trails branch out and extend throughout the Park, from the rivers' edges and boat docks, to the low lying areas and atop the bluffs, beyond to connect with the Forever Wild land. Some paths are "interpretation-exempt" zones to maintain the quiet, natural setting free of labels and signage.
- **Exterior Exhibits:** *open air exposition.* As previously stated, a key premise guiding exhibit development at the Park is that interpretation should take advantage of the entire site, particularly the outdoors. In design and content, the heritage center and exterior exhibits are parts of a whole; they are distinctive, complete elements in their own right, yet work together to convey the broad story. Four principal outdoor centers—the Early People Pavilion, Fort Toulouse Pavilion, Fort Jackson Pavilion, and Bartram Pavilion—each mark a stop along the four main trails emanating from the amphitheater. Their interpretive content directly flows from the heritage center exhibits. Everything on display in the pavilions, including sculptural and electronic/computer components, is able to withstand weather (and visitor bad behavior) extremes. Pavilions provide shelter for interpreters stationed along the trails. In addition to the more elaborate content within pavilions, smaller kiosks, signage (wayfinding and historical/cultural/scientific content), and other exhibit elements are placed along the trails to direct visitors toward and inform them about the Park's Site Features.
- **Site Features:** *the reason for being.* Museums about American Indians, European colonial interests, American expansion, and nature can and do exist anywhere—but history happened at this site. It is a unique place, where the real locations and recreated settings punctuate the historical, cultural and scientific content explored in the exhibits. The heritage center museum, the trails, the pavilions all compel visitors to go see the mound, archaeological sites, fort replicas and original fort remnants, the recreated villages, and the Bartram arboretum. To these are added new features like a tree canopy walkway, birding and wildlife investigation stations, outdoor ecology labs, and scenic river view portals. Recreation is a primary component of the Park's mission, supported by site features such as bicycle and

horse-riding trails to complement hiking paths, canoe and boat docks, RV and rough camp sites. All together, the site features alone can keep people interested, active, and engaged at the Park for days.

- **Farming Practices:** heart of the Alabama Post. Archaeological research when coupled with additional library research will provide the information needed to create a truly unique educational component of the very first European farms in Colonial time. The farmhouse, fenced yards, fields, original animals, and original plant varieties give us the unique opportunity to accurately re-create the first Colonial farm. The farmsteads were the heart of the Alabama Post: it's where most of the soldiers lived and it's where they raised their families, a second generation of French Colonial soldiers.

## The Visitor Experience

Whatever their ages, interests, and preconceived notions about the Park, visitors are about to encounter something new and exciting. The complete adventure—from arrival, entry and orientation, through the heritage center exhibit galleries, into education spaces, and outside to exterior exhibits and the natural environment—is designed to propel visitors on a **journey of discovery.**

The following is an account of what a typical visitor might see and do on a stopover at the site. The "narrative walkthrough" is intended to explore achievable interpretive concepts—technologies and other elements described here are currently available on the market. This conceptual interpretive plan cannot cover every nuance of history, culture, science, or recreational activity associated with the site, but it establishes the groundwork on which to further develop ideas in the project phases to come. Exhibition highlights are included in context of the narrative.

## Before the Visit

This chronicle actually begins before the visit. Though patrons may stumble upon the Park by accident, they are likely to have heard about it in a travel guide or brochure, newspaper account, or via word-of-mouth. Having a well designed, informative, up-to-date web site is no longer optional for venues wanting to attract audiences—the first interpretation most visitors encounter will be the virtual Park. The web site should speak to multiple audiences, and offer something for each; for example, kids may download activity booklets they can complete at the site, nature lovers download pod-

casts of bird calls from species they'll be likely to encounter, re-enactment enthusiasts find a current schedule of events to aid in planning their trip, archaeology students link to an artifact database.

## The Approach

Once the decision is made to spend time at the Park, visitors need help in getting there. Clear road signs on U.S.-231 are essential; a series of them giving advance notice of the turnoff will help minimize directional mistakes. If the Park is renamed, perhaps W. Fort Toulouse Road can be renamed to match it. Once on CR-89, there should be no mistaking that they found the right place; banners line the road in a **promenade to the Park entrance**. There may be sculptural elements—such as oversized metal silhouette cutouts of French Marines, trappers, and Alabama Indians—that point toward the front gate. The heritage center is front and center, right beyond the site entry. The building itself makes a statement—modern, yet reflecting the history and context of the site. Parking is easy, and general visitors do not have to fight for space with school and tour buses. The lot is planned to help people locate their cars at the end of their visit as well, via banners, signage, color-coded sculptures, or similar easily remembered design elements.

There is an unmistakable **approach sequence** that funnels visitors to the heritage center entrance. Wayfinding signs offer clear directions to particular venues, such as delivery loading dock, archaeology lab entrance, bus drop off, and so on. Some of the design elements and colors found in the heritage center exhibits make their debut outside, establishing a palette for displays.

## Entry Lobby

In the entry lobby, choices are clearly visible. A friendly greeter sits at the information/ticketing desk, welcoming everyone who enters. The gift shop and restrooms are nearby and clearly accessible, and guests may use these facilities without having to buy a ticket first.

There is a large computerized sign that lists all the events that day, and even makes suggestions of what to see and do if visitors have a limited time to spend. Beyond the admissions desk, **glimpses of exhibit elements** entice visitors to pay their fees and enter the galleries. Access to the changing exhibits gallery, the multipurpose room, the archaeology lab and research center, staff offices, and exit to the site features are within easy reach of here.

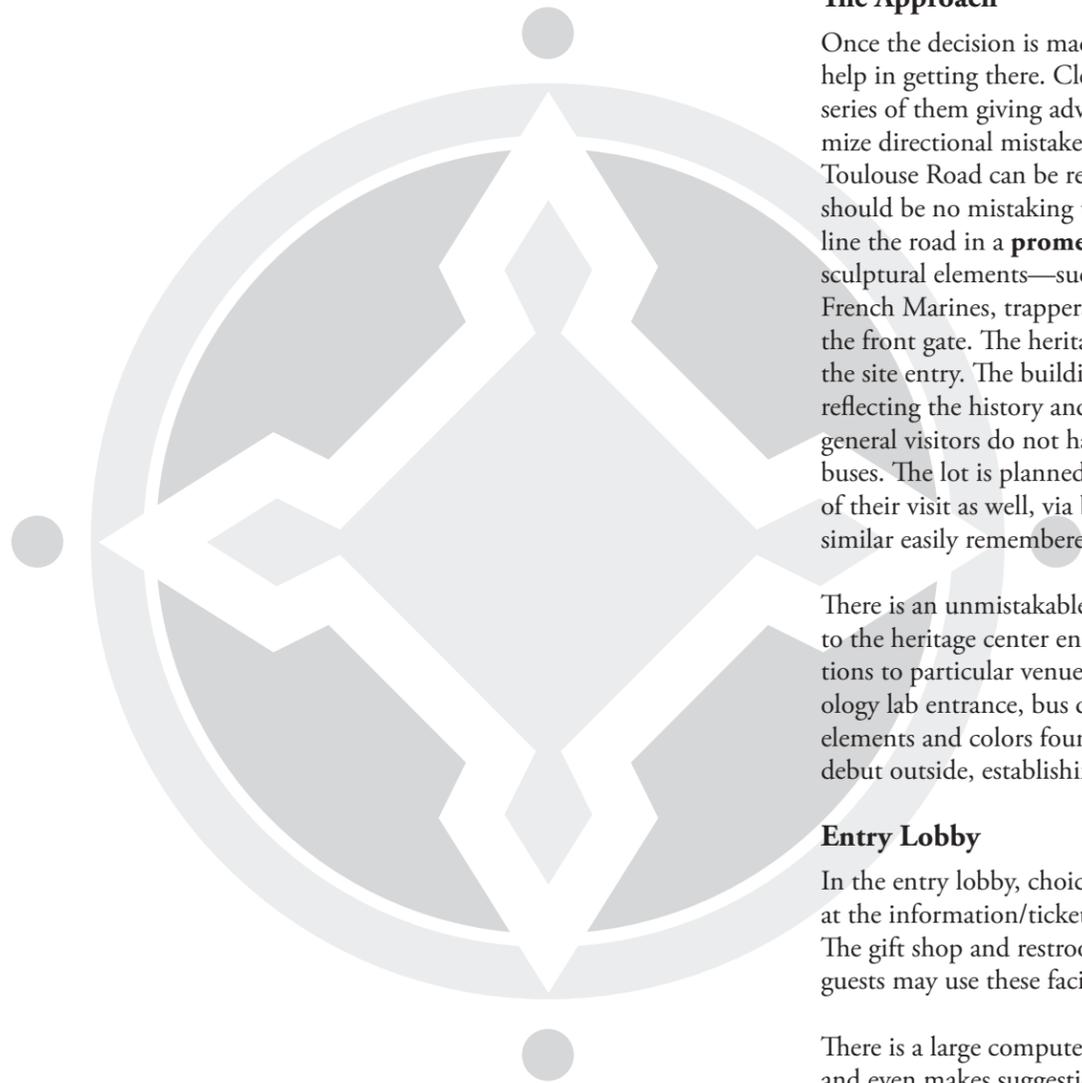
A visitor may receive a ticket in the form of a paper marker, a Tyvek wrist band, a plastic swipe card, a token, or even a small object like

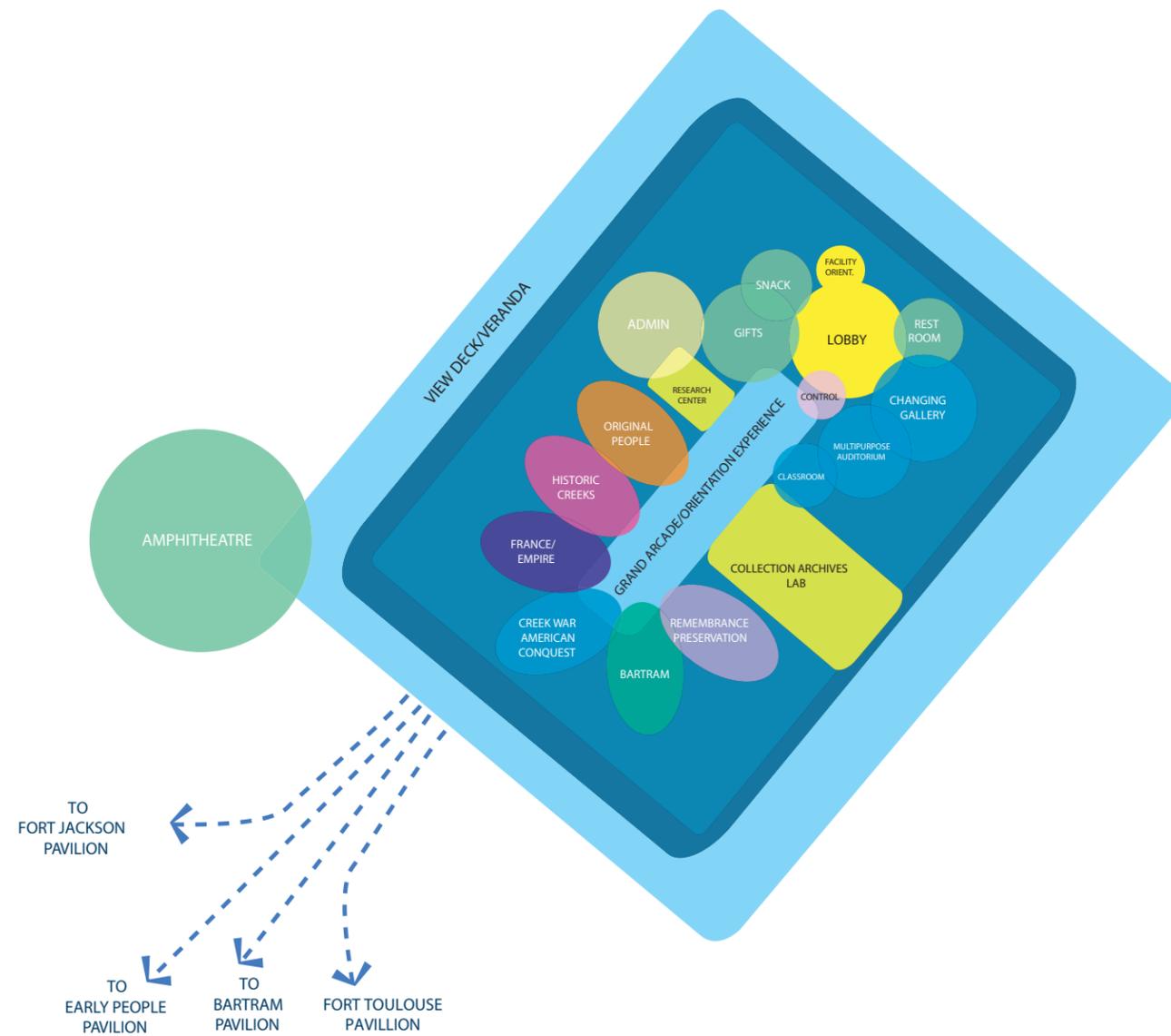
a replica potsherd. The ticket can be marked with a barcode, a magnetic strip, or have an embedded RFID tag that is scanned at various locations throughout the site. Many potential cumulative interpretive experiences are possible with marked and traceable tickets.

- For example, the sherd can become a key that unlocks stories when fit into a sherd-shaped depression on special labels throughout the heritage center; placing the sherd on one graphic triggers an animated video showing how early people made the pot, on a second label shows the pot being used for trade, then on a third label reveals its use as a burial item.
- In another example, the visitor chooses an identity, which is programmed into a computer and linked to his RFID-tagged wrist band; passing by the tag readers in the various galleries triggers particular interactive content relating to the identity, and lets the visitor gain experiences relating to that character. The next time he visits, he chooses a different identity and gets a new perspective touring the same exhibit.
- A third example involves being issued a card initiated with a set amount of money and trade goods; the visitor moves through the exhibits, stopping at various stations to make alliances and trades, all of which are recorded on the card. At the end of his visit, he finds out how successful he is compared to other visitors that week.
- School classes can engage in a History Detective game, where groups of children are tasked with finding information about a particular person, object, or time period. Their traceable tokens allow them to access computer stations throughout the heritage center and outdoor interpretive pavilions, and have their discoveries accumulate in a centralized data bank. They return to the heritage center classroom to retrieve their data and present their findings to their classmates.

There is an additional advantage in being able to track visitor movements and activities, especially if this extends to the trails and site features throughout the Park. Do visitors spend more time on particular paths? Do they linger at certain exhibits and skip others? Studying visitor movement is helpful for planning exhibits and education programs, allocating resources and staff, and for marketing purposes.

**Optional visitor aides** are available at the intro desk. These may include such items as automatically triggered wireless audio devices for the visually impaired, alternate language electronic guides for non-English speaking patrons, and rentable video iPods containing a series of site guides.





*VISITOR EXPERIENCE DIAGRAM: Heritage Center Detail*

**Orientation Experience**

The goal of orientation is to move visitors beyond their everyday thoughts and **refocus** their attention on the site. It should be intriguing, and strike an emotional chord. The successful orientation has some “oohh”, “ahhh” and “wow” moments that energize its audience and get them excited about what they’re about to encounter in their visit.

Orientation can encompass many types of experiences. There may be an introductory exhibit that prefaces the main galleries, in-theater video performance, live presenters, a multimedia extravaganza, or any combination of the above. Fort Toulouse-Fort Jackson Park has a complex story to tell, and getting the audience in the right frame of mind to receive this information is a challenging task—one that may best be accomplished outside a traditional auditorium-style theater show.

Past the admissions desk and access to some of the heritage center features (such as the temporary exhibits gallery and classrooms), the space widens into a **grand, open arcade**. Entrances to the six permanent exhibit galleries flank the space. Each is fronted by a vignette scene—partly realistic, partly stylized and sculptural—that summarizes the content within. Themed elements like tree stumps and logs, trade good crates and barrels, and bundles of “animal skins” are placed in front of the vignettes at the center of the arcade to serve as seating.

Attending the orientation show is not mandatory. Visitors who want to bypass it may do so by wandering into the connected gallery spaces behind the vignettes and entering directly into the thematic galleries. But those who choose to take it in are rewarded with a spectacular and memorable experience.

Visitors approach the arcade and take a seat. The lights dim. Directly overhead, and sweeping around the gallery above the vignette scenes, a powerful media show begins. Still images combine with film footage to weave a tale of people and place through 10,000 years of human occupation at the site. There are quiet junctures, interspersed with fast-moving action. The vignette scenes are lit at appropriate moments, and additional projected imagery animates the settings and makes the sculptural characters seem alive. The show captivates its audience by engulfing it in sight and sound. The entire production runs no longer than ten to twelve minutes, but it packs a lot into that time. Every major theme is touched on and placed in context, and the greater site is explored. Visitors who

watch the show are truly prepared to experience the heritage center and the Park's outdoor features. When the show finishes, the light level rises, and the production recycles to begin again in five to ten minutes.

## Permanent Exhibits

There are six main thematic galleries within the heritage center that constitute the permanent exhibits. The presentation doesn't end here; venturing beyond the center adds another dimension to the historical, cultural, and scientific interpretation. Trail and pavilion exhibits are described in more detail in the "On the Site" section below.

Like the cumulative interpretive experiences described in the Entry section, a number of **recurring exhibit design elements** connect themes together. One is a timeline graphic that places the topic in context of the region and world. Repeating symbols, graphics, and/or colors help visitors interested in a particular narrative—the natural environment, or Creek Indian history, for example—to easily follow that topic within the heritage center and beyond to the trails, interpretive pavilions, and site features.

A **signature recurring exhibit feature** serves to unite the diverse archaeological, historical, natural and scientific storylines of the Park. **Sculptural, two or more armed scales** show competing or complementing factors that affected people and place. Weights representing aspects of the topic hang on the beams, revealing the often delicate balance between elements.

- For example, one story is the balance between nature and marriage during the early French colonial period. Prospective couples had to wait for spring weather to row downriver from Fort Toulouse to Mobile for a priest to perform the ceremony. Weighted "factors" include the availability of marriage-minded women, presence in Mobile of a priest, the weather, and navigable condition of the river. And, perhaps, access to a boat, time to make the journey, and the man's income or savings enabling him to afford to support a wife.

Some of the scales can become **interactive elements**, where visitors add or subtract weights to see how different forces tipped the balance, perhaps changing the historical outcome. Potential balance stories are outlined below with their associated thematic galleries.

## Original People Gallery

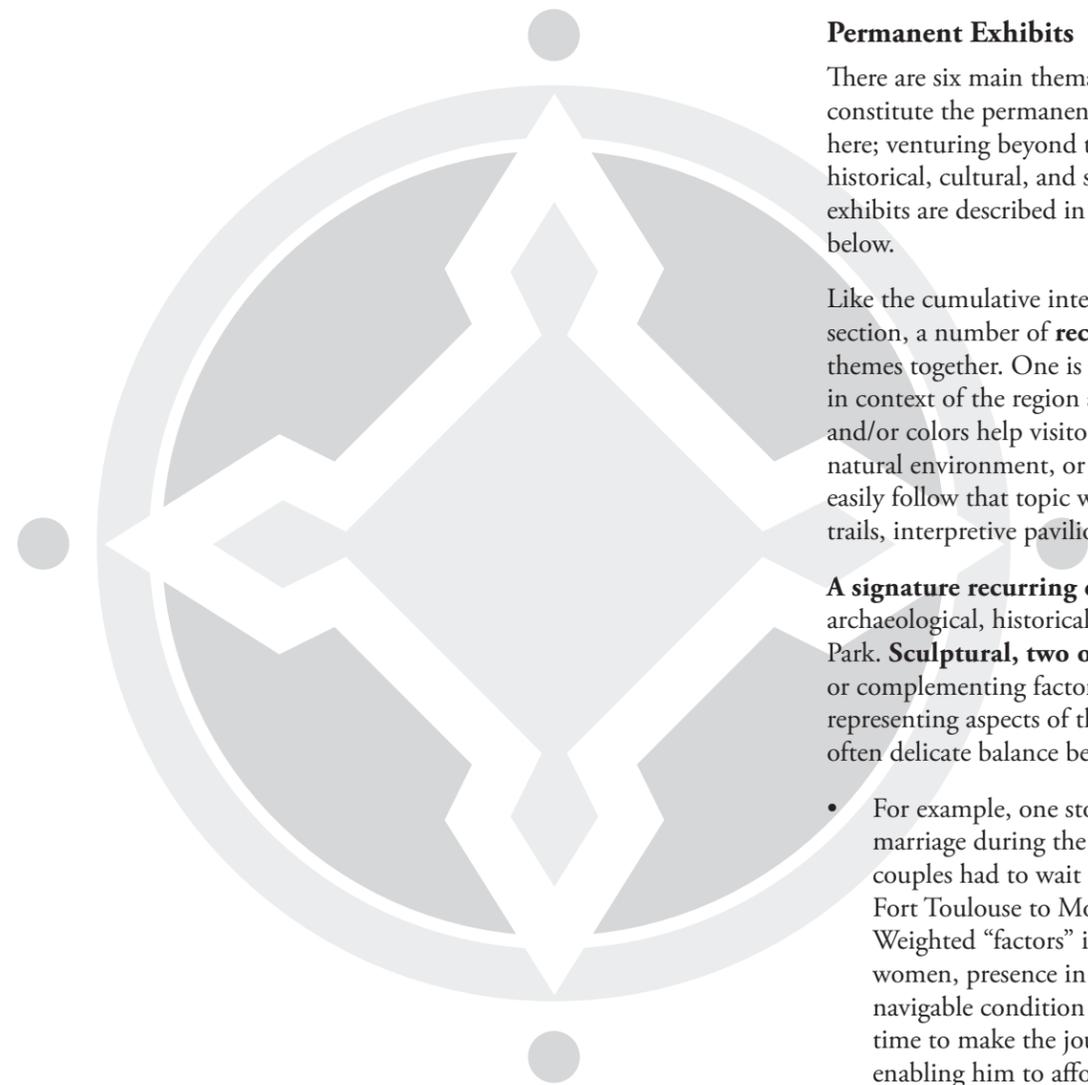
Archaeological materials recovered from the Park are beautifully arrayed in a series of exhibit cases that blend into the gallery setting and enhance the objects on display. Colors, textures, and materials evoke elements of nature that were available to the early people—wood, shell, bone, stone, feathers, vegetable dyes, and so on.

The original artifacts are supplemented with illustrations and reproductions that give a more complete picture of the **tangible aspects of ancient peoples** who populated this region. Items associated with burials are set apart to allow those wishing not to view them to bypass the displays.

The stories presented include features that drew people here—such as geographic location, rivers, and climate. They show patterns of migration and settlement, the coming together of people into societies and civilizations replete with their own belief systems, lifestyles and socio-cultural practices.

- These elements are highlighted in a balance story that weighs natural resources (food, water) against climate and other factors that the early inhabitants desired or required.
- Decorated objects, such as incised gorgets and effigy pots, reveal the **Artistry in Everyday Things**. Other insights into artifacts and the people who made and/or used them are offered via **Ask an Archaeologist** segments in the gallery's smart labels. These Ask a scholar segments are positioned throughout the heritage center.
- The Taskigi midden inspires **Tales Trash Tells**, where visitors learn how to "read" objects and draw conclusions from the material culture of a society's refuse.
- A dugout canoe replica filled with goods from near and far introduces an exhibit on early **Travel and Trade**. The items and canoe are touchable.

Visitors are encouraged to continue their exploration of prehistoric populations by following the shell gorget symbol, which leads them out of the heritage center and onto the paths toward the *Early People Pavilion* and archaeological resources on Park property. The mound, early settlements, and villages become the primary focus of interpretation out on site.



# Conceptual Interpretive Plan

*continued*

## Historic Creek Indians

Encased displays of artifacts continue here. Select color, material, and texture choices keep this gallery distinct from, yet clearly connected to, the *Original Peoples* exhibits; they are separate entities along a historic continuum. Vermillion dye, machine-woven cloth, and copper wire—items that would have become available to the Historic Creeks via trade—may be worked into the design that takes its initial cues from the casework and graphic styles of the first gallery.

Though this time period includes contact with Europeans on the American continent, stories in this gallery maintain focus on the Creek Nation—its languages, its customs, its perspectives. It explores the similarities and differences between the Alabama Indians and the larger Creek culture, and how alliances brought the two together. The importance of the Alabama tribe's location in the Creek Nation and its connection to other regions via land and water routes are also examined.

- **Alliances and Adversaries** investigates how maintaining friends and dealing with enemies was a part of everyday existence. This may become a balance story pitting the complex alliances against hostile tribes and other influences. Ask an Archaeologist and Question a Curator segments may appear in smart labels for a more in-depth look at the histories and material culture relating to the content in this gallery.
- The **Speak Creek** language station gives visitors a chance to listen in on Muskoghean and Alabaman Indian dialects, then learn some words and phrases and hear themselves speak like a historic Creek.
- Clothing and adornment changed as European goods became available. Visitors may stop at the computerized **Outerwear Flair** interactive station to dress themselves up as historic Creeks, and perhaps email or print out a picture postcard of their new look.
- These histories merge with *France and the Contest for Empire* gallery exhibits, where the focus shifts toward the European frame of reference. Sandwiched between the two galleries is a balance story that takes into account various viewpoints of Indians and Europeans when reviewing the same topic. An example, one story could look at why the Creeks continued to trade with the French when the English offered better quality goods at cheaper prices. Another example is why the Creeks chose to trade for silver armbands and earrings when they could make their own out of shell and bone.

Visitors who want to continue tracing the *Historic Creek* storyline follow the trade tomahawk symbol from the heritage center, past the amphitheater, out to the Fort Toulouse and Fort Jackson interpretive pavilions, and to the fort and village sites and replicas.

## France and the Contest for Empire

As with the others, the design of this gallery is in keeping with the overall heritage center, yet is also distinctive in choices of selected colors, shapes, textures and materials that reflect the focus on colonial European storylines. Cast iron and bottle glass are two elements associated with the era that may be incorporated into the construction. There are a number of artifacts of the time period, which are supplemented by reproductions to enhance the histories being examined.

The contest for empire places the Fort Toulouse site in the crosshairs of European political and economic interests, tying it in with events on the wider world stage. What drew the French here, what kept them rebuilding the fort time and time again, and what led to their departure are interpreted through written labels and media elements. French interaction with Indian cultures—not only the Alabama, but also other regional tribes—and the English at this strategic setting give visitors a unique perspective on the past.

- The balance of power is the theme for one of the gallery's stories, pitting Alabama Indian, French, English, Spanish, and colonial American interests against each other—and against themselves, as in the case of French mutiny and repeated desertion from the isolated post. A second balance story concerns trade: better quality goods, price, and availability versus loyalties and alliances; keeping options open evens out the scales.
- *A bateau* (flat-bottomed river boat) with touchable bundles, bags, crates, and baskets of goods gives visitors a close-up and hands-on immersion in the products of trade in **Load the Bateau**. Perhaps this becomes an interactive strategy game in which the boat can only hold so many goods, and visitors must decide what to load in order to bring in the greatest economic and/or political reward. When they complete their selection, they find out if they beat the odds to succeed. In **Follow the Money**, visitors may trace the products both ways from Fort Toulouse at the epicenter, and find out where all those glass beads came from and deerskins were sent.

# Conceptual Interpretive Plan

continued

- The story of James Adair's exploits at the fort, and subsequent escape from custody, inspire the *I Spy* interactive, which turns the visitor into an English spy at Fort Toulouse tasked with gathering information on French activities and passing it along to the British in Chickasaw territory.
- **Ambient audio** of languages—including Alabaman, French, English, Chickasaw, Choctaw, and Spanish—and sounds (such as bartering, musketry drills, drums, clucking chickens) one might hear at the Fort, Indian villages, and Alabama Post, create an environmental backdrop for the gallery.
- Read published accounts of French Marine officer *Jean-Bernard Bossu's* visit to Fort Toulouse where he accounts his stay at the Alabama Post, including descriptions of the Indians and French Marines, and his stay among them.

Around the site, French Colonial Marine button symbols entice visitors to the *Fort Toulouse Pavilion*, then on to the historic era replicas and archaeological sites relating to French history on the peninsula.

## William Bartram

This gallery follows the heritage center pattern of maintaining a similar basic design, and altering colors/textures/materials to distinguish one major thematic gallery from the next. Some special features here may include natural elements, such as leaf and turtle shell patterns, that augment the casework and graphic design. Themes connected to the *William Bartram* gallery require exhibit design that does not rely on many original artifacts, but rather uses props, replicas, models, graphics, and other techniques to illustrate these stories.

His time period, his observations and writings, bridge the era between the decline of French influence and rise of American political power on the continent—in the South in particular for our focus. He witnessed Creek Indians in their homeland a few decades before the Nation signed away its territory. Bartram also provides us a foundation on which to explore the natural as well as man-made environment.

- A balance story in this gallery may weigh nature and culture. Bartram's connection to the river, the Creek Indians, and the ruins of Fort Toulouse can be summarized on a scale. Alternately or additionally, man's influence on nature may be viewed through the contemplation of native versus domesticated plants, in this case remarking on the oak hydrangea, remnants

of French orchards, and the agriculture that was soon to take over the peninsula.

- In the *Pathfinder* computer program, visitors find out if they have the skills and fortitude that it took to do what Bartram did and be an explorer, scientist, observer, and participant in cultural events encountered. They may draw comparisons and cite contrasts to explorers of today, some who offer their viewpoints (people like Wade Davis, a National Geographic Explorer-in-Residence who is an anthropologist and ethnobotanist).
- **A minitheater** outfitted to suggest a Council House hosts an animated media show on Creek culture as described by Bartram and other travelers through the South in the same era.
- Visitors learn how to methodically study and record information about their natural and cultural observations in **Naturalist Notebook**. They use these skills on the Park's trails to find native plants and animals that Bartram would have seen, and even become back yard naturalists back home.

As with the other themes, taking advantage of the site beyond the heritage center adds a crucial dimension to interpretation at the Park. Visitors follow the oak hydrangea leaf pattern along the paths, to the *William Bartram Pavilion* at the head of the Bartram trail.

## The Creek War and American Conquest

Artifacts, reproductions, graphics, and media are arranged in the gallery in support of the theme. Like the other galleries, the exhibit design here is augmented in ways that distinguish the displays from other heritage center areas, yet keep the storyline connected and flowing. Hints of the American flag stripes, metals of weaponry blades, and military uniforms add colors, materials, and textures to this gallery. The story here is of transition—American expansion and the demise of the Creek Nation as a powerful force in the South. It takes into account the Red Stick Creeks, the Fort Mims attack, and the battle of Horseshoe Bend that brought the Creek War to a culmination at Fort Jackson. The connection to the wider War of 1812 and repercussions of the Creek War on the Americans and the Indians is a focus. Ultimately, it is an examination of the people who were here, of this place, and what became of them.

- A balance story here measures the factors leading to the Creek War, comparing American political, social, cultural, land and economic interests with concerns of the Creek Nation.

# Conceptual Interpretive Plan

continued



- In *Which Side Are You On?*, visitors decide where their loyalties lie. The choices are not cut-and-dried. If they are Creek Indian, do they take up arms against the Americans like Chief Me-Na-Wa, or side with the Americans like Chief McIntosh? Perhaps this is linked to the visitors' cumulative interpretive experience identity that they were assigned at the beginning of their visit.
- Visitors challenge their own preconceived notions, as well as historical attitudes, in *Point, Counterpoint*, where image and propaganda surrounding the Creek War are investigated. What was the real story—and is it a question of perspective?
- The *Missing Link* interactive exhibit engages visitors on the hunt for the Creek War's Camp Jackson, sharing with them how much history remains to be discovered. This exhibit can become a transitional element to the Remembrance, Commemoration, and Preservation gallery.

Out on site, visitors follow the quill pen and ink bottle symbols (or bandolier bag and cartridge bag) to continue exploring the story at the *Fort Jackson Pavilion*, the location of the original fort and replica.

## Remembrance, Commemoration, and Preservation

In design, this area remains crisp and modern. Stark and simple glass, wood, and steel cases are enhanced with elements from the remaining five galleries, tying them together. The objects and images on display here span the thematic time periods from prehistory through the Creek War, making this gallery a culmination and summation of all that came before.

The exhibits here must answer the question: "So what?" Our goal is to make visitors aware of, and care about, keeping this history alive and this site maintained. To accomplish this, they explore how and why we remember the past, making it relevant to today and important to preserve for the future. It is about recreation, and how its availability at the Park is linked to preservation of its cultural assets. And finally, it is about taking advantage of and enjoying the wonders of the Park.

- Maintaining equilibrium in how this Park is used and sustained is a balance story here. Preserving land and heritage, the desire to use land for recreation, and keeping historical elements versus modernizing or developing the land for commercial use are on the scales.

- In *History Mystery*, visitors learn that research is never truly finished. In archaeological and historical study, there is always room for reinterpretation as new evidence emerges or existing information is reassessed. This exhibit is tied to the Missing Link interactive in the Creek War gallery.
- This is an ideal location in which to place the **Archaeology Lab** and open collections storage. Having a visual connection to ongoing processing of artifacts, being able to see a real working lab—and potentially ask questions directly of the people handling the collections—would be a natural fit and great asset to this gallery in the main flow of exhibits within the heritage center. In *Analyze This*, a number of interactive stations within the main exhibit can simulate analytic and research techniques, such as microscopy, mapping, record keeping, photography, and so on.
- Wherever the lab is ultimately located, it should be adjacent to a classroom and public hands-on activity center. If a simulated "dig" interactive is added, we recommend that it be used only in conjunction with an education training program that stresses the science and methodology of excavation—so as to reinforce the importance of not digging up important sites without proper, official supervision and professional care of collections. Preferably, any excavation taking place at the Park should be the real thing at an actual dig site.
- The public's responsibility for stewardship, for protecting the Park's and other sites' nature and historic elements are underscored in *Preservation Partners*.

This gallery does not link to one specific interpretive pavilion or path, but rather to the site as a whole. The themes explored in this gallery find their way into multiple interpretive elements. Perhaps a Park logo is the symbol that indicates a modern commemorative or preservation focus.

## Changing Exhibits Gallery

The changing exhibits gallery is often the first stop for visitors to the heritage center. A rotating roster of exhibits keeps the Park in the news and gives it the opportunity to attract new audiences. The temporary exhibit may be the draw that brought visitors to the site.

The gallery is designed to accommodate many different types of exhibitions, from simple hanging artwork, to dimensional objects requiring special mounts and secure cases. Many professionally

designed traveling exhibits are self-contained, complete with their own cases and walls. The Park may also develop their own in-house temporary shows; reconfigurable exhibit walls, casework and base structures, along with ample lighting fixtures and electrical outlets, permit the most flexibility. The gallery may also contain built-in equipment such as ceiling-mounted digital projectors and an audio system.

The changing exhibits gallery is connected to the **multipurpose auditorium** via a system of pocket doors or comparable barrier that may be removed if needed to extend the available square footage. Therefore, the multipurpose auditorium carries through the design of the changing exhibits gallery. This creates a seamless connection between the two when the barrier is open.

The gallery is generally located off the main entry lobby. This allows for easy access, and provides a fresh and active point of contact right up front for people who have visited the museum before. The auditorium should also open out into the entry lobby for direct access by school groups, meeting attendees, and the like.

## On The Site

Interpretation is intentionally divided between the heritage center, trails, pavilions, and site features to encourage visitors to explore multiple aspects of the Park in order to gain the most from their stay. Visitors who do not venture beyond the heritage center, or stick only to the trails and skip the museum, or spend their entire time at the Fort Toulouse replica, should still come away from their time at the Park feeling fulfilled and glad they came.

The **amphitheater** serves double-duty: an outdoor space that can host a variety of events, and the launching point for setting out on **four main trails** that continue the thematic storylines surveyed in the heritage center. Colors, textures, symbols and signage styles on exterior interpretive elements carry through from the interior exhibits; just as in the thematic galleries, they retain a basic similarity of design with some enhanced features to distinguish one area of focus from the next.

Along the main trails, kiosks and display stations, graphic panels and signage, and outdoor-quality touch screen computers may be augmented with electronic devices that visitors carry with them around the site; Bluetooth and Wifi enabled personal digital assistants (PDAs), video iPods, GPS units, and cell phones are increasingly common as information access tools.

The four main trails lead to **four interpretive pavilions** that punctuate the stories and introduce the Park's site features. These pavilions are the conduit between the heritage center exhibits and the real environmental flora and fauna, archaeological sites, and replica forts and villages. They each contain familiar elements, like the balance story scales, that link back to the center galleries. They have lower-key interpretive elements than the center, but also feature interactive components. The exhibits are ruggedized to last long-term, so only heavy-duty reproductions and display materials that can be touched—and even climbed on—are utilized.

The interpretive pavilions are not necessarily completely or permanently enclosed; some of the display elements spill out beyond the protected portion of the enclosure. Optionally, each maintains a small air conditioned or heated room for an interpreter stationed there on special event days, and a composting toilet for staff and/or visitors. They also include lockable storage closets for interpreters to stash additional program materials throughout site. Importantly, the pavilions provide shade and rest areas for visitors touring the site.

- The **Early People Pavilion** carries forward the *Original People* gallery theme, and also stresses preservation as put forward in the *Remembrance, Commemoration, and Preservation* gallery. It features a scale model mound cutaway to show the construction, a three-dimensional map of mound sites in AL, and a vignette of an archaeological excavation pit with touchable ceramic and bone artifact replicas. The pavilion is the gateway to the mound, midden, and other early archaeological features found throughout the Park and surrounding region. Importantly, it also connects to a clearing for views of the Coosa River.
- Storylines connected with the *Historic Creek Indians* and the *France and the Contest for Empire* galleries are reflected in the **Fort Toulouse Pavilion**. French, English, and Spanish territories in the new world are pictured on a series of touchable territory maps, and are joined by hands-on models of Fort Toulouse, the Alabama Post colonial village, and an Alabama Indian village. A climb-aboard bateau and dugout canoe offer visitors a chance to experience the scale of these boats—as well as take advantage of fun photo opportunities.

This pavilion is the gateway to the Fort Toulouse, Alabama Indian Village, and French Colonial Farmstead replicas (additionally, the remaining archaeological site of the original Fort Toulouse bastion is noted and marked for trail access). At these



site features, visitors may encounter **movable exhibits**. These temporary displays add interpretation when Park staff is not present, and are easily stowed away so as not to break the immersive environment of living history programs. They may be as simple as life-size cutout figures to populate the replicas, and/or detailed historic label and graphic kiosks.

- *The Creek War and American Conquest* thematic gallery storylines are continued in the **Fort Jackson Pavilion**. A War of 1812 climb-in military tent and climb-aboard wagon, three-dimensional maps of pre- and post-Creek War Indian territory, and touchable scale model of Fort Jackson fill the pavilion. It is the doorway to the Fort Jackson site and replica, and can add detailed information on Camp Jackson if and when the actual site is pinpointed. Like the replicas above, Fort Jackson can feature temporary movable exhibits to enhance interpretation when staff is not present.
- **The Bartram Pavilion** is an extension of the *William Bartram* gallery exhibits. Visitors may climb-aboard Bartram's canoe, experience a three dimensional naturalist's notebook with flora/fauna models, and ponder the *That was Then, This is Now* nature/culture comparison display. The pavilion also contains a **Save Our Sites** exhibit on preservation that reinforces the tenets of the *Remembrance, Commemoration, and Preservation* gallery.

The pavilion leads to an expanded Bartram Trail, which may include a tree canopy walkway extending out over low-lying forest in the reinterpreted Bartram Arboretum. **Eco Stations** with directed hands-on activities pepper the trail. Note that if a visitor uses a cumulative experience computer program, he can create his own *Naturalist Notebook* entries at various eco stations along the trail and email the journal to himself back home—or buy a printed version at the heritage center gift shop on his way out of the Park.

The main trails branch into smaller trails that meander around and through the Park, connecting with other hiking, biking, birding, and horseback riding paths, with boat launches and docks, camp sites, linking to the Forever Wild property, and finally winding up back at the heritage center amphitheater.

- Boating can itself become an interpreted activity; how exciting it would be for visitors to float in a *bateau* or a Creek-style dugout canoe, or paddle around the peninsula in a Bartram canoe replica! **History and nature boat tours** tie the rivers to the heritage, cultural, and scientific story of the Park in a visceral way through immersive adventures that cannot be matched with label text or media programs alone.

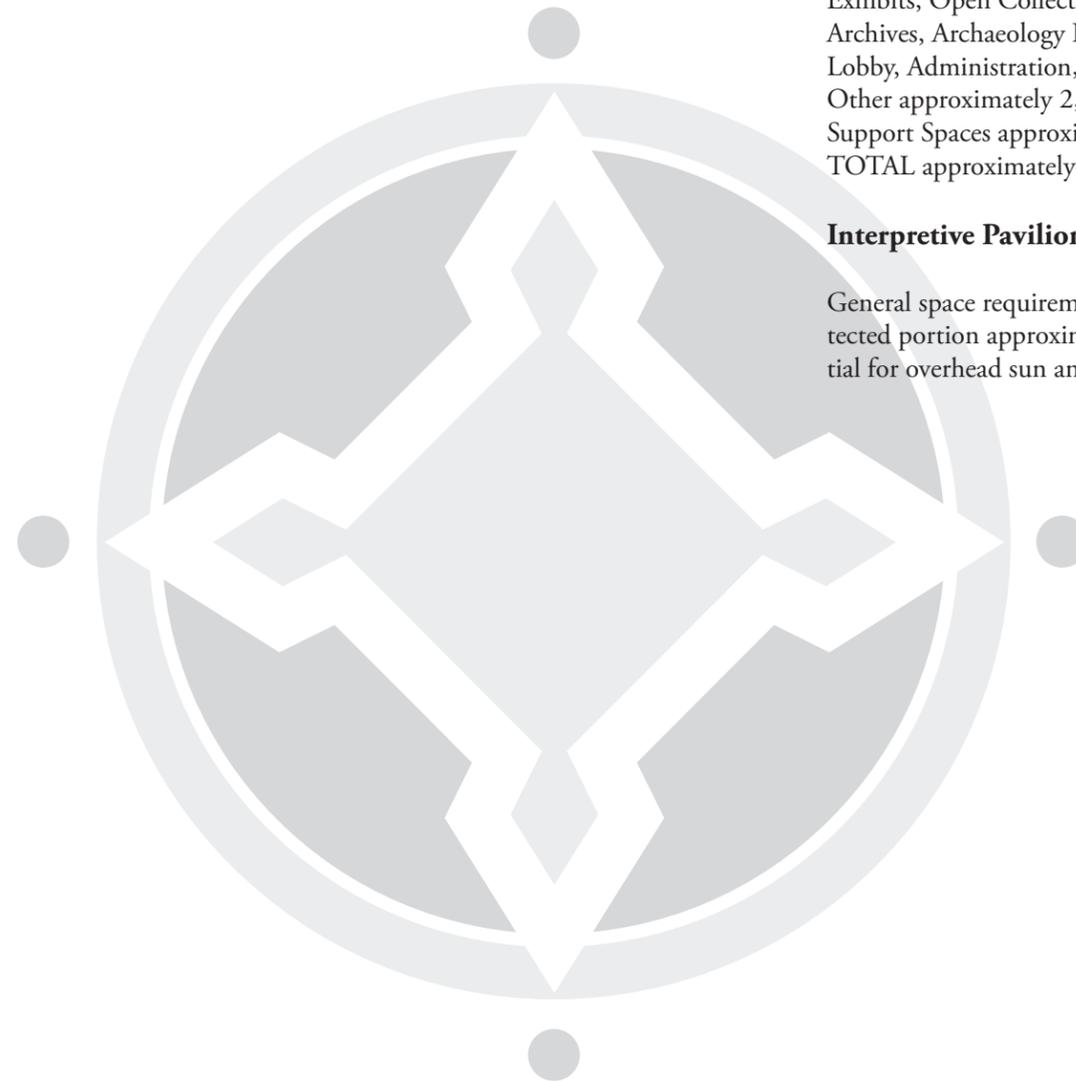
## PROGRAM REQUIREMENTS

### Heritage Center

Orientation Experience approximately 1,000 SF  
Exhibits, Open Collections Storage approximately 5,000 SF  
Archives, Archaeology Lab, Other Storage approximately 3,000 SF  
Lobby, Administration, Classrooms, Gift Shop, Food Service,  
Other approximately 2,000+ SF  
Support Spaces approximately 1,000 SF  
TOTAL approximately 12,000 SF

### Interpretive Pavilions

General space requirements for preferred structures: Covered/protected portion approximately 500 SF each, with additional potential for overhead sun and/or rain screening.



## Conclusion

Themes and concepts outlined in this report represent an initial interpretive approach. They have emerged from interviews and a workshop with Park staff and stakeholders, a review of the site and artifact collections, a survey of regional cultural opportunities, secondary research conducted by interpretive planners from Hilferty & Associates, and consultation with the design team led by HKW Associates. Exhibit concepts featured in this *Conceptual Interpretive Plan* express experiences at a broad-brush scale, offering a sampling of what may potentially be realized.

In succeeding phases of design, programmatic requirements and interpretive concepts of the new heritage center and site features will be worked out with increasing specificity. The interpretive designer will continue to collaborate with staff and stakeholders as well as building architects, consulting scholars, and audiovisual media producers to flesh out compelling storylines matched to appropriate interpretive media. Museum design emerges in phases similar to those employed in building architecture.

When planning future timetables, it is useful to keep interpretive design and building architecture moving at the same pace in the early phases so that we can achieve a hand-in-glove fit between exhibits, buildings, and site, all working in concert to communicate the Park's main messages. Architects and interpretive planners work closely to flesh out the design vocabulary, determine how the building might express the site's experiences in its form and materiality, and explore which major exhibit components have architectural implications. After the initial design phase, it is helpful to allow the architectural timetable to move slightly ahead, so that exhibit drawings can be informed and respond to architectural realities. Certainly, in every phase, close coordination between the two disciplines is essential to achieve the most compelling visitor experience possible.

The plan outlined in this document is based on using lands currently owned by the Alabama Historical Commission, the Archaeological Conservancy, and the U.S. Army Corps of Engineers. The flow and use patterns of the site would be greatly enhanced by the addition of two other parcels. These lands should only be added to the park if a friendly transfer of ownership can be accomplished through a gift or sale.

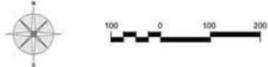
The first is noted on the existing structures map (page 24) as Crommlien Property and lies between the park and the outlying Archaeological Conservancy and AHC parcels. This land would allow better pedestrian access to the area of the replica French fort. The second is a roughly triangular area north of Ft Toulouse Road, bounded by the road, the park, and a high power line. Possession of this land could facilitate an alternate gate and campground scheme.

# Conceptual Master Plan

Park Site

## Fort Toulouse - Fort Jackson Park

CONCEPTUAL MASTER PLAN  
PARK SITE



- LEGEND**
- TRAILHEAD
  - RIVER ACCESS POINTS
  - INTERPRETIVE PAVILLIONS
  - BICYCLE PATH
  - HERITAGE TRAIL
  - BARTRAM TRAIL / NATURE TRAILS
  - HISTORIC FOOTPATH
  - BLUFF WALK / TREETOP WALK
  - INTERPRETIVE SIGNAGE
  - RV CAMPSITES (23)
  - PRIMITIVE CAMPSITES (6)
  - TENT / SMALL CAMPER SITES (12)
  - OVERLOOK
  - GATHERING NODES

THIS CONCEPTUAL MASTER PLAN DEPICTS EXISTING ELEMENTS OF THE SITE, ALONG WITH STRATEGIC PROPOSED IMPROVEMENTS DESIGNED TO ENHANCE VISITOR'S EXPERIENCE OF THIS HISTORICALLY AND ENVIRONMENTALLY RICH SITE.

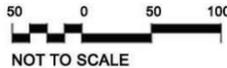


# Conceptual Master Plan

## Heritage Center Site

### Fort Toulouse - Fort Jackson Park

CONCEPTUAL MASTER PLAN  
HERITAGE CENTER SITE



## Sustainable Site Guidelines

Sustainable site guidelines need to be established to outline general practices that should guide any future development and maintenance of the site. Due to the vast bio-diversity on this site, we recommend the following principals for the purposes of preservation, conservation, and management of the property.

Development with known high levels of disturbance shall occur on the high ground, in and around the location of existing development and previously disturbed sites as shown on the Conceptual Master Plan. The development plans should strive to preserve trees in groups, as opposed to individual trees mimicking the character of natural forest formations. This type of preservation area will result in better health of saved trees and encourage a successional forest.

Development with low levels of disturbance, i.e. trails, shall be constructed using minimally invasive measures, such as hand-clearing and small equipment. Boardwalks should be built using the deck-level construction method. No ground disturbance shall occur without close coordination with the site archaeologist. This will preserve areas of archaeological and natural resource value.

### **Water conservation:**

In order to minimize the impact of the site development on our natural resources, we recommend implementing a variety of methods with regards to water conservation. Harvested rainwater from the roof tops of future and existing buildings can be utilized for irrigation purposes. This water can be collected and stored in cisterns designed as part of future buildings or as modifications to existing buildings. A drip system for irrigation can distribute the water as needed. Irrigation should only be needed in areas around the Heritage Center and its parking and potentially in assistance to establishing wildflower meadows. Also, the use of composting toilets, in less frequently used restrooms, should be explored.

Stormwater management on this site is key to preserving the integrity of the land. Historically, the clearing of land and implementation of traditional piping, directing water over cliffs has compounded the problems. Bio-retention should be used in parking lots and in other key areas to capture and treat the runoff, before allowing the water to percolate back in the ground, thus minimizing the effects of erosion the site is currently experiencing. Bio-retention, also known as rain gardens, captures runoff in vegetated swales cleansing the water as it is absorbed into the ground, replenishing the aquifers. All stormwater practices to be reviewed by the Corps of Engineers.

A vegetation management program is recommended for maintenance of the site. The master plan denotes areas of reforestation and conversion to wildflower meadows. These measures will assist in controlling erosion on the site, as well as lessen the overall site maintenance. The existing reforestation efforts are an excellent example of this action. A routine of monitoring the health of wooded areas, including a method for removal of dead, dying, or fallen trees should be established for the health of the forest and safety of the park users. We recommend scheduling a minimum weekly site walk-thrus by key staff to note any impediments or threats to trails or structures and yearly walk-thrus with a licensed arborist to evaluate forest health.

Wildflower meadows should be established using native grasses and wildflowers suitable for adapting to periods of drought such as Switch grass (*Panicum virgatum*), Upland Sea Oats (*Chenopodium latifolia*), Broomsedge (*Andropogon virginicus*), Butterfly Weed (*Axclepia tuberosa*), Black-eyed Susan (*Rudbeckia hirta*), Sunflower (*Helianthus mollis or angustifolia*).

The establishment of a nut grove around the pioneer house will provide the site with another education opportunity, as well as a revenue generator. Visitors can experience pioneer life first hand by purchasing a bucket and harvesting their own pecans, walnuts, etc.

The use of the above principals in future development and maintenance of the site will help to create a more ecologically-friendly development that stays true to the character of this unique site.



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# Signage & Wayfinding

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Wayfinding within the city and within the site itself will be critical to the increased success of the project. Coordination needs to take place between the city, state and the Alabama Historical Commission to define a path to the park from I-65 and HWY 231.

A wayfinding package for the interior of the site will also be important to encourage movement between and within the program areas. An environmental graphics specialist should be retained to develop a complete signage package for the site. The environmental graphics designer will need to work in close coordination with the project coordinator in order to maintain the continuity of the site graphics. Once the design has been established and a graphics guideline issued the site signage can be phased in with the program areas.



## Section I: Background & Assumptions

### Background:

The site of Fort Toulouse-Fort Jackson Park unfolds perhaps the richest legacy as a single site among United States historical destinations. With 8,000 years of cultural and natural history, tracing its roots as far back as nomadic Indian camps prior to 5000 BC., Fort Toulouse-Fort Jackson Park has thousands of years of artifacts still beneath its surface. The property was declared a National Historic Landmark in 1961. The Alabama Historical Commission gained possession in 1971 and continues to this day.

Located just north of Montgomery, the state's capitol, in Wetumpka, Alabama, the Park is situated on a bluff at the confluence of the Coosa and Tallapoosa Rivers. Its unequalled bio-diversity that remains today, attracted famed botanist William Bartram to research and record his vast findings in the 18<sup>th</sup> century. Today the site, open year round, attracts individuals and groups interested in ornithology, botany, ecology, and river systems.

Less than five percent of the site has been excavated by professionally trained archaeologists. To date the remains of four forts have been uncovered, and very few of the Indian sites have been researched within the park. With this in mind the master plan must be sensitive to vast resources that still remain below the surface of the site.

The goal is to develop a multi-phased master plan to preserve, interpret, and invigorate the site as a state and regional historical destination for the purposes of archaeological and environmental preservation and protection, education programming, cultural and eco-tourism, and recreation.

### Assumptions

The strategic marketing plan is based on several assumptions that will have a direct impact or influence desired results. They are:

- The recommended master plan will be implemented substantially as presented.
- Funds will be allocated in an operating budget for a professional and creative marketing effort.
- The visitor center, exhibits (indoor and outdoor) and other facilities described in the master plan will be developed substantially as proposed.

- The facilities will be professionally managed, with certain key staff members designated and others added to fulfill critical management needs.
- Fort Toulouse-Fort Jackson and AHC will work closely and cooperatively with educators, government and civic representatives, and other historical and cultural destinations on visitor development and other activities.
- The number of dedicated staff will increase sufficiently to handle the demands required by the implementation of the master plan.
- An ample, reliable volunteer base will be cultivated to support events, and Park special interest group activities.
- Visitor information will be captured at the entrance to the park or through a future online ticketing mechanism. Visitors to the park (groups and individuals) will also be surveyed annually. Information will be used to determine future marketing and programming strategies.
- Since this is a phased master plan over an unspecified period of time projections are broad in nature. Furthermore, Fort Toulouse-Fort Jackson is so unique in nature, it is difficult to make comparable projections based on other state attractions.

## Section II: Current Situation:

As with many non-profit historic landmarks and destinations across the nation, Fort Toulouse-Fort Jackson Park has a lean staff and limited state funding. The site depends heavily on volunteers and cooperative relationships with such agencies and organizations as the U.S. Army Corps of Engineers, Alabama Department of Education, various recreation and interest groups, colleges and universities. Attendance has steadily declined over the years commensurate with the decline of the facilities, increased gas prices and general lowering of interest in historic sites nationwide.

Due to its limited resources, marketing of the site has primarily been focused on a few major events for students, families and educators, Frontier Days in the fall, and the spring French & Indian War encampment, and living history weekends throughout the year.



- **Visitation:**

According to Park officials, current annual visitation to the site, projected by car count, is 110,000 and includes unpaid visitors, walkers that walk the site daily, campers, etc. The majority of visits are day trips, since lack of adequate facilities makes it undesirable for overnight stays. The greatest number of individual, regular visitors comes from areas in close proximity to the Park including Maxwell & Gunter Air Force Bases, Montgomery, Prattville, Wetumpka which attract golfers and other amenities and attractions.

An improved mechanism for tracking visitors, (i.e. who they are, where they come from, how they found out about the park, and the purpose of their visit.), would be beneficial for target marketing, programming and future improvements and revenue development.

The site has fewer days of school group attendance than it once had with most student visits today occurring during its annual Frontier Days with estimated attendance of 6,000 fourth grade students, 1,000 fifth grade students, 1,000 third grade students, 400 sixth grade students, plus an additional 1,500 of various ages. A small percentage of visitors are science classes from area colleges. Of note, Park officials say the Park has a positive image as a safe, secure site, and efforts should be continued so that does not change as the site improves and attracts greater attendance.

Group tours seldom visit the site due to the lack of adequate facilities. Few groups visit on a regular basis with the exception of two or three canoe clubs, and the same number of camping clubs once per year. Although there are 39 camp sites, water, electrical, restroom and sewage functions are in need of maintenance or repair, and inadequate to encourage visitors for this purpose. The rivers provide an ideal boating and canoeing opportunity when suitable ingress and egress areas can be designated.

- **Revenue:**

Current Park admission prices are \$2 for adults, \$1 for children ages 6-12, under age 6 free. Special Events pricing for Frontier Days is \$7 for adults, \$6 children/students, under 6 free; French & Indian Encampment experience is \$4 for adults, \$2 children/students, under 6 free.

Frontier Days brings in approximately 50% of total annual revenue; although, according to Park officials, the cost and revenue of this event is more or less a break-even proposition. The remainder comes from French & Indian Encampment experience, other admissions, gift shop sales and campground fees.

- **Volunteers:**

Staff supervises a living history program of volunteers who conduct monthly programs and two annual programs, **Alabama Frontier Days** and *Encampment Aux Alibamons*, (French & Indian war encampment). Volunteers, under the supervision of the staff, also maintain an educational website, [www.fttoulouse-jackson.org](http://www.fttoulouse-jackson.org). Friends of the Fort is a non-profit volunteer group organized to support and promote Park activities. There are approximately 50 members. They have a difficult time attracting more members and particularly younger members. Since their number is limited they are spread thin and cannot provide the level of support they desire or that the Park needs. Volunteer activities include re-enactors, interpreters/docents, researchers, and caretakers of the site. Each person bears their personal expenses for clothing and equipment specified in a guide book for clothes, accouterments, living history goals and objectives.

### Section III: Market Area

The primary market area is that geographic area from which the attraction will draw most of its visitors. Factors that affect draw include location and ease of access, willingness to travel, attraction of the experience, admission price, marketing awareness, etc. All of these affect attendance, and are related to the particular market segment. For example some attractions draw primarily from those who are in close proximity. (The Birmingham Zoo attracts the majority of its visitors from those within the four-county market area), while Birmingham Civil Rights Institute attracts regional visitors, a larger geographic area.

It should also be noted that many attractions, such as Fort Toulouse-Fort Jackson Park, appeal to different market segments. Fort Toulouse-Fort Jackson Park has a great advantage in that it can appeal to wider variety of "special interest" groups: Bird enthusiasts, history buffs, school groups, river and canoeists, archaeologists, ecotourists, hikers, campers, etc.

## Section IV: Market Segments

According to acquired census data, state population for 2006 was estimated at 4,599,030 with approximately 50% of the population within the outer reaches of the identified primary market area.

In addition to attracting families and individuals, there are three particular market segments that must be considered: school groups, group tours, and special interest groups.

### School groups

Student population in the state according to 2000 census data was 74,879 in preschool, 65,888 enrolled in kindergarten; 525,314 elementary grades (grades 1 – 8); 246,148 enrolled in high school and 243,275, enrolled in college or graduate school. With modest population growth of approximately 3% over the last six years, student population figures will remain relatively the same.

School groups have been the most cultivated segment by the Park over the years. However, due to cutbacks in school budgets, increases in gasoline and transportation costs and a lack of state funding, cultural attractions have noticed a reduction in the number of school groups that frequent a destination. Nonetheless, school groups will continue to be a primary segment of the attraction. It is also important not to overlook the opportunity to attract private schools as well as home school groups. Home schooling is growing in popularity with statewide and regional associations and networks available to market to this specific sub-segment. It is more likely that home school groups will travel a greater distance to visit a cultural attraction.

### Group Tours

The site is more likely to draw special interest group tours such as historical interest groups or eco-tourists, rather than general-type group bus tours often scheduled for senior day tours or overnight excursions. Nonetheless, tour bus companies, convention and visitors bureaus, travel planners, and educators are looking for unique trip options to promote. The Park's close proximity to Montgomery may also provide some partnership opportunities with other attractions, and creative learning and recreating experiences that would also extend a visitor's stay and tourism dollars.

### Special Interest Groups

Due to the nature of The Park, exploiting the opportunities that appeal to special interest groups will have great rewards. The site is a diamond in the rough for groups having an interest in horticulture,

ornithology, pre-historic ages, the war of 1812, native American culture, French, Spanish and Scottish cultures, biking, camping, and canoeing. Site development, interpretation & wayfinding, programming, amenities and promotion specifically targeting each of these groups, will improve visitation and revenue opportunities. Available meeting space, labs and special program areas will encourage existing groups to extend their use of the site, and entice new groups to visit the site.

Partnering with neighboring towns to hold meetings and host events will further drive visibility and support. An added benefit is that the site increases in value, not only as an educational and historical preservation site, but now a destination for tourism, travel, and recreation. This substantially increases the marketing opportunities and drives revenue. It further enhances the development and fundraising appeal for both the public and private sector.

## Section V: Competitive Analysis

### Competitive and Complementary Attractions:

Fort Toulouse-Fort Jackson Park, again because of its varied resources and attractions, faces unusual circumstances in that some statewide attractions may compete for the same visitor, yet with deliberate strategic objectives can change the relationship from competitor to ally for attendance, resources and funding. Some of these are identified below:

**Montgomery:** Seat of state government, museums and other attractions. Although the Park is located in close proximity to the Capitol, it is not included in school field trip plans to the Capitol. It is difficult to visit both the Park and attractions in Montgomery in the same day. Furthermore, the experiences are quite different and would be best suited as separate trips with classroom curriculum preparation in advance.

**Parks:** There are 23 designated state parks, 7 within south central Alabama, offering hiking, biking, camping and canoeing. There are other parks, horticultural, and river attractions in addition to these, some of which are linked to the Rails to Trails system.

**Other major attractions** for students including: Birmingham Civil Rights Institute, Vulcan Park, McWane Science Center, Montgomery and Birmingham Zoos, Birmingham Museum of Art, Air and Space Museum, American Village, Alabama Museum of Natural History, various botanical gardens, DeSoto Caverns Park, Sloss Furnaces, *USS Alabama*, Dauphin Island Sea Lab and Estuarium,

# Marketing Overview

*continued*

Southern Environmental Center and Turtlepoint Environmental Science Center to name a few of the 424 historical, scientific & cultural attractions in the state.

**Native American sites and attractions:** dozens of Native American sites, including prehistoric camps, exist statewide.

**Archaeological Destinations:** At least three archaeological parks are designated in the state including, Fort Toulouse-Fort Jackson, Old Cahawba Archeological Park, and Moundville Archaeological Parks.

**Civil Rights Historical Destinations:** The state has many landmarks, museums and destinations dedicated to the Civil Rights era attracting not only state visitors, but visitors throughout the region and the nation.

**Changing the climate from competition to complementary destinations:** Taken individually, the competition can seem overwhelming for time, money, staff, volunteers and other resources, but bundled by topics of interest, geographically or historically, they become marketing advantages. For example: the Alabama Tourism Department has already designated “trails” as a marketing hook for its Robert Trent Jones Golf Trail; the Alabama BBQ Trail linking 8 professional/amateur competitive BBQ events throughout the state; Rails to Trails, a national program which links obsolete rail lines now converted to trails.

Historic Forts Trail packaging could be developed to market all the historical Forts in the state: (Fort Toulouse-Fort Jackson, Fort Morgan, Fort Payne, Fort Sinquefield, Fort Tyler, Fort Mims...). Marketing both the history, significance to the state, military culture, battle strategies and positioning, historical changes compared to contemporary practices, political ramifications, historical preservation, are just a few topics that would appeal to both educators and historical tourist. Students could visit sites according to historical timelines, or by related subject matter at various grade levels according to Alabama Course of Studies.

Similarly for the state’s Native American sites, the National Park Service has established the “Trail of Tears” tracing the Cherokee removal from the states of Alabama, Arkansas, Georgia, Illinois, Kentucky, Missouri, North Carolina, Oklahoma, and Tennessee. <http://www.nps.gov/trte/>. With the dozens of historic sites and museums dedicated to the contribution of the native Americans to the state of Alabama, perhaps a Native American Legacy Trail could link Ft. Toulouse-Ft Jackson to other historic sites to promote this initiative.

Tracing General Andrew Jackson’s travels throughout the state could also provide destination visitor interest, and lead to cooperation with other states’ tourism and tours.

Marketing packages could be developed in partnership with other attractions of special interests dedicated to the sciences, horticulture, rivers, environmental interests, and natural history.

## Section VI: Summary

Based on a review of available markets there is ample potential for visitor growth, revenue, and development as a destination attraction. Moreover, although beyond the direct purview of the Park, there are cooperative opportunities that can be cultivated among state agencies to directly impact education and tourism for the state of Alabama, and build the case for greater funding.

Marketing Opportunities:

- Education
  - History & Culture
    - Prehistoric Indian camps
    - Living History
    - Native American culture
    - Fort Toulouse
    - Fort Jackson
    - War of 1812
    - Creek Indians
    - French & Indian war
  - Archaeology
    - Dig demonstrations
    - Research labs
    - On-going recording & reporting
  - Science
    - Bartram Trail
    - Life Sciences
    - Earth Sciences
    - Environmental Sciences
  - Sociology/Cultural Anthropology
    - Changes in cultures on site over time
    - People and site interaction over time
    - Social groupings
  - Offer programs, and summer studies for CEU credits for teachers and other professionals

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## Marketing Overview

*continued*

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- Recreation-families and individuals
  - Camping
  - Boating & Canoeing
  - Picnicking
  - Fishing
  - Biking trails
  - Hiking
  - Pavilions for events, family reunions, activities
  - Amphitheater for outdoor events, historical plays, etc.
- Interest Groups
  - Birding & ornithological studies
  - Horticulture/botanists
  - Archaeologists
  - History enthusiasts
  - Early military interests
  - Scouts
  - Ecologists and environmental interests
  - Wildlife and nature pleasures
- Eco-tourism
  - Self-guided tours
  - Programmed weekend experiences
  - Walking trails that lead in and out of wildlife habitats, also lead to birding venues (wayfinding, interpretive, and wildlife signs along the way)
  - Promote bio-diversity of site: marsh, swamps, hardwood forests, landforms and water sources, bluffs, prairies
  - Sustainable, native plants
  - Partner with Friends of Rivers (from Mobile to north Georgia)
- Tie-ins with off-site events and Native American Attractions—Indian Affairs Commission
  - Cross promote the Park with other nearby events and attractions through
- Brochures
- Special offers and discounts
- Special events, programs
  - Host Indian Pow Wows – spring, summer, fall
  - Consider scheduling special events or programs at the same time as Santuck Flea Markets as added attraction
  - Consider joint events, referral partnerships, and programming opportunities with native American tribes in the state
  - Consider any relevant tie-in to “Trail of Tears” programming
  - Cross promote the Park with nearby casino.

# Marketing Opportunities

**Mission:** Preserve, collect, interpret and promote the natural, cultural, and historic resources of the Park as an educational, cultural and recreational destination.

**Foster the Legacy (promoting the growth of the legacy):** A theme for a capital campaign fundraising efforts specific to the park. Preserve and promote the Park as a destination for archaeological, historical, scientific, and recreational pursuits and enjoyment.

Fort Toulouse-Fort Jackson Park is among the rarest destinations in the United States with the density and variety of archaeological, cultural and natural resources in one location. 6,000 years of cultural and natural history in a single location; among the nation's greatest natural & historical outdoor museums.

**Goal:** Carry the Master Plan forward through a complementary marketing plan designed to cast the vision and further the mission of this historical and cultural Park.

**The Brand:** Fort Toulouse-Fort Jackson Park is among the nation's greatest natural & historical outdoor museums in a single location.

**Strategy:** Establish a Brand Identity as “must visit” destination through:

- Brand *awareness*: Generate greater visibility, through public relations, education, events, advertising, and promotions.
- Brand *quality*: Reinforce the quality of this dynamic Park that is changing, growing, progressing. The Park has something new to see seasonally through natural lifecycles, improvements and additions to the Park, living history, and continuous archaeological research. Daily attention and constant improvement must be given to the total visitor experience from entry to exit.
- Brand *value*: Enhance the educational experience and interaction with the students and the general public through activities, classes, events, demonstrations and participation. Develop more ways to encourage educators, the community, other organizations and businesses to visit, participate, volunteer, invest and partner with the Park.

**Target Markets:**

- **External:**
  - Primary: Educators and students statewide; general population within a 90-minute drive
  - Secondary: General statewide population a distance of 100 miles or more from site

- Tertiary: out state tourists and special interest groups
- **Internal (to ensure there is agreement and consistency in communication, goals and objectives by internal staff, volunteers and donors to external audiences):**
  - Staff
  - Alabama Historical Commission agency staff
  - Volunteers
  - Donors
- **Intervening:**
  - Media
  - Other government entities & officials
  - Civic and community leaders
  - Research community
  - Prospective contributors
  - Community organizations and cultural attractions

**Staffing:**

- Create a staffing plan to direct and prioritize new hires as the master plan is implemented as budget allows
- Hire a Marketing Director for the Park to direct and develop marketing and public relations initiatives

**Objectives:**

**Objective I: Create momentum and visibility of dynamic Park and progressive changes**

*Continual reinforcement of protecting and promoting the educational, historical and cultural value of this dynamic Park by appealing to target markets through education, public relations, media, and development efforts.*

- Public Relations: Announce the new master plan and vision to educators, interest groups, historical and cultural museums and industry-related entities and organizations through stories, press releases, speakers
  - Release the Master Plan to the public through all media outlets—local, state, and regional—print, television, radio, website
  - Create and train a Speakers' Bureau (staff, volunteers, educators, civic leaders, board members) that can articulate the vision and are willing to speak to community, civic and government groups throughout the state
  - Create a Public Relations Repository that will be an ongoing “archive” of photos, news items, and documentation as the Master Plan is implemented. Available and accessible for quick response to media, donor and grants solicitation, presentations

# Marketing Opportunities

*continued*



- Propose to Alabama Public Television that they produce a cultural, historical documentary series for *Discovering Alabama* which would focus on specific features of the Park such as: Native American history and culture in Alabama, the war of 1812, bio-diversity of the site and the state, etc.
- Contact Alabama Film Commission & Alan Hunter, Birmingham, to explore interest in filming opportunities on site for Sidewalk Film Festival, or other film interests
- Contact the History Channel regarding both educational funding and promotion of the Park and the approaching Bi-Centennial of the War of 1812
- The History Channel: *Visualizing History Project* assists historic sites and museums by producing short videos on important events and places. [http://www.aetn.com/corporate\\_outreach.html](http://www.aetn.com/corporate_outreach.html)
- Discovery Channel: Present opportunity to film an archaeological dig and filming of historic relics found on site. Discovery Communications: 240-662-2000; Fred Norris, VP Southeast Region: 404-995-6639
- News stories related to education, historic and cultural preservation, research, conservation and biodiversity and conservation efforts: ongoing
- News related to professional staff training and development, ongoing
- Enhance marketing/PR of education classes to home schools, private schools and day care/schools. On-going.
- Create an e-mail database of members, interested groups, civic and community, government officials, teachers, students, etc. for monthly e-news about events, classes, etc. to encourage attendance, volunteering, gift memberships and donor funding
- Brand Identity: Develop and announce new brand identity [*Fort Toulouse-Fort Jackson 6,000 years of cultural and natural history in a single location*] to all media, industry, educational, tourism outlets
  - Develop one website, Fort Toulouse-Fort Jackson official website which can be linked to AHC website. Website would include such things as - Basic information about the Park (map & location, hours, admissions, parking, facilities, etc.)
    - Historic facts, Native American culture & history, Educational opportunities (including State Course of Studies Objectives related to the site)
    - Archaeology & Research, Recreation, Wildlife & Horticulture, Events (including pricing, registration, etc.)
  - Press Room (News)
  - Photo Gallery
  - Internship and Job opportunities
  - Volunteers
  - Donations (including a way to make a donation on-line)
  - Contact information
  - A means of printing out specific site brochures and maps before visiting
  - List of books available at the gift shop
  - “Contact Us” a means to communicate/ask questions of the park
- Create Marketing materials that can be used to promote the site to educators, the public, and used for fundraising
  - General Park Brochure available at state tourism visitors centers, CVBs, chambers, schools, libraries
  - Specific Brochure(s) to promote educational and research opportunities to educators, and other professionals
  - Special events rack cards for state tourism visitors centers
  - Semi-annual newsletter (as the Park improves and activities increase the newsletter should be produced quarterly to stay top of mind). Newsletter can be sent via e-mail “subscriber lists”
  - E-Mail Moments—mailed to database of educators, visitors, members, donors, civic leaders, etc. anytime there is relevant information to be shared/ research findings, etc.
  - Event promotional materials with description, registration and pricing information
  - Collaborate with special interest groups to develop promotional information related to their specific interest group. Information can be posted on FTFJ Park Website linked to special interest groups which can be printed or downloaded directly from website
- Develop a press kit to include Fort Toulouse-Fort Jackson Park facts, educational programs, events, newsletter and photo CD
- Outdoor campaign in and strategic locations out state
- Tourism and Travel working with AHC to produce and distribute rack cards with assistance from interest groups
- Website link to Alabama Tourism Department
- Allow special interest groups to assist in writing and producing information that would benefit the Park and their interest groups support and frequent visits, meetings, and events

# Marketing Opportunities

*continued*

- Pamphlets for hiking trails
- Pamphlets for birding
- Rivers Guide
- Explore qualifications to be a designated Smithsonian Institution affiliate. Affiliates are aided by additional marketing value by branding partnership with Smithsonian. Affiliates may borrow artifacts from the Institution's 136 million object-artifacts
  - Affiliates may take advantage of Smithsonian's educational resources & expertise in areas of conservation, collections care, and exhibition development
  - Create a high profile marketing opportunity for special exhibition events and educational resources to draw visitors to the park

## **Objective II: Expand educational initiatives. Encourage year round student visits and involvement at Park**

- Outreach to schools, programming in the classrooms
  - Produce Curriculum guides that fulfill State Course of Studies applicable to site (See Addendums A & B)
  - Provide guides to classrooms prior to their reserved site visit
  - Provide ample justification and credibility through State Education Offices endorsement as to the relevance and expenditure for trips to the Park
- With State accreditation/designation of Fort Toulouse-Fort Jackson Park educational curriculum as part of state science/history requirements; discuss joint science curriculum and/or activities with other related attractions. Ease the burden on staff, so that educators, college interns and senior classes assist preparation of curriculum guides, educational materials, activities, and promoting The Park.
  - Establish a collaborative partnership with a University which may serve as an on-going source of volunteers, programming, research and events support. Universities are always looking for internships and practical training for their students
  - Collaborate with universities (Such as West Alabama) to engage student interns and education majors to write and produce guides and activities for all grade levels based on State Course of Studies Objectives already reviewed and selected as appropriate to Fort Toulouse-Fort Jackson Park (See Addendums A& B).

- Adjunct faculty partnership with scholars at site (Sloss has historical curator on staff, plus teaches at UAB) ! Teacher workshops and pilot programs conducted at the Park ! Emersion weekends for families, teachers, and student groups
- Develop summer camp programming for grade school age through high school.
- Develop partnerships with Alabama attractions and organizations: Science museums, zoos, libraries
- Offer programming for Continuing education courses and credits
- Research
  - Provide research, collections, reports, educational materials through the official website to enhance the credibility of the on-going scholarly activities at the site. Provides global connection and recognition
  - Scientific Research and education: botany, environment, earth sciences, life sciences
  - Historical and archaeological research
- Attract and broaden grants and funding for Educational Opportunities:
  - History Channel funding: Grants up to \$10,000 available to organizations that partner with schools or youth groups in community preservation projects that engage students in learning about, documenting and preserving history in their communities. [http://www.history.com/minisite.do?content\\_type=Minisite\\_Generic&display\\_order=1&content\\_type\\_id=529925&mini\\_id=51103](http://www.history.com/minisite.do?content_type=Minisite_Generic&display_order=1&content_type_id=529925&mini_id=51103)
    - Additional \$10,000 awards are available at the Save our History National Honors Event, when the best grant winners are recognized for their outstanding community preservation projects
    - \$10,000 Save our History American Express Award is given to the organization that best demonstrates the ability to engage students in preservation activities and educate them about the importance of historic preservation
    - \$10,000 Save Our History Lowe's Community Award is given to the organization that demonstrates the best outreach and participation in the project by local community members including government officials, business leaders, local cable affiliates, the media, etc.
    - \$10,000 Save Our History Newsweek Classroom

# Marketing Opportunities

*continued*

- award is given to the organization that partners with a school system and achieves the highest level of active student participation in a preservation initiative
- Gilder Lehrman Foundation educational funds. Partners in the GL Foundation include:
  - Historic New Orleans Collection
  - History Channel
  - Library of Congress
  - Andrew W. Mellon Foundation
  - Omohundro Institute for Early American History and Culture
  - National Council for History Education
  - National Council for the Social Studies
  - Advisory Council on Historic Preservation
- National Endowment for the Humanities funds
- At-Risk state funds are available to schools to apply for to pay for travel and field trip expenses

### **Objective III: Increase attendance to 150,000 annual paid visitors**

- Explore options to track visitors and capture information, such as
  - Implement an electronic monitoring system (investigate software such as EasyLobby) at the designated park entrance gate to capture visitor information that will flow into a database of visitor information that will allow for tracking of visitors, and marketing the park. The visual digital monitor will ask visitors a few simple questions at the gate:
    - Zip code of home
    - Number of adults & children
    - How they found out about the site
    - Why they are visiting the site
    - Direct them to take a brochure with map of the site available there at the entrance gate
  - Provide incentive (provide guest information at the visitor center and receive a free gift (inexpensive gift like a book mark, 10% off gift shop purchase, post card, etc.)
  - Drive visitors to the website through incentive to complete brief survey
- School trips/Education (See Objective II for specifics)
- Improve site and increase opportunities for recreational visits:
  - Boating and canoeing
  - Camping
  - Hiking
  - Biking

- PR (See Objective I)
- Collaboration and promotion with other organizations
  - Alabama Tourism department dedication: Alabama Birding Trail (There are trails on the coast and in the north. They should be linked and marketed as a statewide trail)
  - Catalyst for growth and coalition of Alabama's bird, rivers, trails and nature groups— There is already the "Trail of Legends" Association dedicated to trail systems throughout State. The greater the destination attraction the more demand there will be for lodging (camping on site, and hotels nearby—currently Wetumpka has one hotel). This also increases support from neighboring towns, chambers of commerce, etc. Continue to build supportive relationships with Wetumpka and Elmore County for volunteers, services, and continued financial support. (Currently receiving \$10,000 from them)
  - Historical moments for television
  - 60-second public service announcements: *Fort Toulouse-Fort Jackson: Foster the Legacy Campaign*
  - Facts and highlights of the site, each developed into 60-second spots
  - Radio PSA's to promote site, recreation and events
  - Engage APT, and state-wide television stations in cooperative agreement during the year of bicentennial, and during public phase of major capital campaign effort
- Approach Alabama Public TV to see this as a documentary project for bicentennial Discovering Alabama –APT done in 2000, update now as educational funding tool
- Plan a Bicentennial Commemoration of the War of 1812.
  - Engage Alabama Tourism to promotion to Travel channel, airline and travel publications, and other media outlets
  - Approach APT, or television station to produce history minutes

### **Objective IV: Increase return visits**

- Traveling/ temporary Exhibits
- Special Events
  - Re-enactments
  - Dig experience, "Dig & Discover" day, archaeological experience for visitors
  - Weekend Discovery experience, maps, and experiences take visitors through site to discover a "treasure". Winning individual, family, adult team, kids teams compete for award, prizes.
- Exploit special interest group programming and activities
  - Weekly, monthly birding gatherings, activities

# Marketing Opportunities

continued

- Weekend canoe trips
- Planned quarterly volksmarches
- Variety of planned monthly lectures on-site in all topic areas
- Camping weekends with planned programming, self-guided tours for families and adults
- Recreation
- Community service: meetings, conferences, labs, events
- Amphitheater: Opportunity for outdoor theatre “Depot Players” where people could bring their own chairs. Beautiful setting for historical plays

## Objective V: Grow volunteer and resource support for the Park

- Eagle Scout Projects (merit badge opportunities)
- Area schools projects, corporate volunteer projects (much like Habitat for Humanity, neighborhood clean-up projects, etc.)  
Lunch and learn days for corporate execs to see the site & encourage on-site work days for corporation employees—tie in to days that chambers and execs might be planning trips to Montgomery
- French Embassy/Counsel in similar partnership, French Canadian groups
- See Troy State-Rosa Parks collaboration
- Collaboration between Park Services, Depts. of Conservation, Forestry, and Corps of Engineers
- Collaborate with Universities to provide writers for archaeological findings, artifacts. No current digs going on, too many artifacts need recording and reporting done. Backlog needs to be cleared before continued excavation work can be done. Michigan has a University program that digs and records (cultural evaluation and archiving) every summer for the public to view. Would require a dorm and lab facilities to accommodate such a program

## Objective VI: Increase revenue

- Admission
- Parking Educational programs Interpretive programs
- Events
  - Monthly “Trade Days” like Tannehill
  - Host Indian Pow-Wow gathering Alabama tribes to the site, demonstrations, story-telling, Indian crafts
- Security for special events paid for by the event organization, not the Park
- Restaurant
- Museum store

- Camp site rentals
- Pavilion rentals
- Conference Center rentals
- Kitchen rental (to assist area businesses that may need commercial kitchen facilities)
- Meeting room rentals
- Bike rentals
- Canoe rentals
- Audio pods for rental
- Establish a *Foster the Legacy* membership program (See objective VII)
- Auditorium for special events, lectures (admission/fees charged)
- Amphitheatre for outdoor events, historical plays, etc. (ticket sales)
  - Develop alliances with other community organizations to consider the Park as an offsite performance venue
- Experience the life of a soldier, of a native American (actually, dress, eat, live the way they did) a day or overnight experience. Appeals as unique option for birthday parties, outings for groups like scouts, day camps & summer camp experiences. Add a boat trip for additional revenue
- Photos in period dress
- “Passports” can be purchased for \$1.00 to follow the life of an actual person that would have lived on the site
- Arts & crafts projects that visitors can participate in (ex: panning for gold at CA historical site)
- Archaeology camps and internships: partner with University of Alabama, University of South Alabama, Troy University, Auburn University to offer year-round internship programs for archaeologists, organic archaeologists
- Teacher workshops (immersion weekends, day-seminars)
- Riverboat tours
- Gray line tours
- Rather than general fundraising that goes to AHC general funds, institute Designated fundraising, specific to Fort Toulouse-Fort Jackson. Most foundations, corporations and individuals resist or simply are restricted from donating money to general funds/operating budgets. It is essential that AHC allow for designated funding for Fort Toulouse-Fort Jackson. Federal, State grants and Foundations are available through such entities as:
  - History Channel Grants (save our history program grants) <http://www.history.com/minisites/saveourhistory/>, Visualizing History, [http://www.aetn.com/corporate\\_outreach.html](http://www.aetn.com/corporate_outreach.html)
  - Preserve America/Save America’s Treasures, PreserveAmerica.gov - Save America’s Treasures matching grants are

# Marketing Opportunities

*continued*

awarded for preservation and/or conservation work on nationally significant intellectual and cultural artifacts and historic structures and sites. Eligible applicants include Federal (including NPS), state, local, and tribal government entities, and nonprofit organizations

- The Preserve America matching-grant program provides funding to support preservation efforts through heritage tourism, education, and historic preservation planning. Eligible applicants include Designated Preserve America Communities and Neighborhoods, State Historic Preservation Offices, Tribal Historic Preservation Offices, and Certified Local Governments in the process of applying for Preserve America Community Designation
- ALDOT (Alabama Department of Transportation Enhancement funds: Cecil Colson, Special Projects Engineer)
  - TE (Transportation Enhancement) projects must be one of 12 eligible activities and must relate to surface transportation which include: pedestrian and bicycle facilities; acquisition of scenic or historic easements and sites; scenic or historic highway programs including tourist and welcome centers; landscaping and scenic beautification; historic preservation; archaeological planning & research; environmental mitigation of runoff pollution and provision of wildlife connectivity
- ADECA (Alabama Department of Economic and Community Affairs; Bill Johnson, Director) Recreation Trails Program
  - Assistance in acquiring, developing, or improving trail and trail-related resources. Eligible applicants include federal and state agencies, local governments and private sector organizations
- ADECA Land and Water Conservation Fund Program
  - The LWCF Program provides matching grants to states, and through the states to local governments, for the acquisition and development of public outdoor recreation areas and facilities
- Alabama Humanities Foundation, Susan Perry, Grants Director
  - Assistance for such things as exhibits design, production, rental; lecture discussion programs; dramas based on oral histories; interpretive readings; historical figures in costume and site interpretations; teacher seminars and workshops, etc.
  - Eligible applicants include museums, historical societies, state and local government agencies, etc.

- Alabama State Council on the Arts, Barbara Edwards, Deputy Director
  - Grants are awarded for performances or exhibitions by individual artists, institutions and companies for productions of dance, music, theatre, exhibitions and readings. Priority is given to educational workshops and residencies or comprehensive plan for audience and community development
- Alabama Power Foundation, William B. Johnson, President
  - Grants are awarded to non-profit organizations that address needs in community including arts, culture, environment, etc. that have the potential for enduring benefits, collaboration of diverse groups, attracts multiple sources of support and collaboration, and underserved segments of the population
- Work with schools to receive U.S. and State Department of Education Funds to increase attendance and revenue to site
- Work with Alabama Tourism Department to designate and promote War of 1812 / Creek War Trail through state
- Attract Corporate sponsored events: Kia /Hyundai/ Mercedes days
- Target the War of 1812 Bicentennial as a major event the year of 2012
  - Monthly special events
  - Lectures and seminars
  - Emersion weekends
  - Re-enactments
  - Special Interest groups plan and host events for public
- Promote the Park as an Eco-Tourism Destination

## **Objective VII: Establish Foster the Legacy Membership program**

- Currently AHC offers memberships for one site and multiple sites (\$25 and \$30 respectively), as the Master Plan is implemented and the park improves allow Fort Toulouse-Fort Jackson to have its own membership program to reflect the enhanced value of the site # Offer various levels of annual membership
  - \$45 Basic Individual: includes year-round free admission, free parking, member static decal, 10% discount purchases from gift shop, and food service, member newsletter
  - \$60 Basic Family: Same as above for a family of 2 adults and 2 children
  - \$90 Preferred (individual or family): includes the above



# Marketing Opportunities

continued

plus one free 2-hour canoe rental with each visit, plus 20% discount on camp site rentals, 10% discount at Wetumpka participating merchants, advance invitations to special events

- \$145 Premium: includes all the above plus a free 4-hour rental of pavilion once per year, two free admissions to two special events throughout the year, and four free guest admissions
- Add a special Bicentennial membership 2011-2012 at a premium level of \$250 (per person) that might include a signed limited print, free members only reception, discount to lecture series, private tour by Executive Director, name on permanent display at site, free general park admissions for four guests
- Create a website mechanism for soliciting and receiving memberships, event bookings and donations online.
- Develop a renewal program: offer a gift membership for someone else; purchaser receives an extra discount
- Look into mail houses that offer e-mail prospect lists to reduce direct mail costs. Second quarter 2003
- Corporate Membership campaign drives—look into payroll deduction for memberships

## Objective VIII: Increase Tourism

- Brochures and rack cards at all Welcome centers, CVBs, libraries, etc.
- Recreation: Increase destination value by enhancing access to rivers. Extend boat ramp to point where both rivers come together. Proximity to water is important to attraction. Water access could provide opportunities for River Boat from Montgomery. A Lunch/Dinner Boat experience could provide a “floating restaurant” without the responsibility of a restaurant on site. Nonetheless some sort of food service and seating for students who might bring their lunch should be provided at the Visitors Center
- Volksmarching groups
- Biking & Hiking Tourism
- Work with area chambers, envision 20/20 to be included in future plans, including attracting bus and riverboat tour companies
- Develop relationships with CVB, state tourism office, airport authority, and transportation services to market (calendar of events, rack card distribution, signage), and include Fort Toulouse Fort Jackson Park on their regular transportation routes. On-going

- Work with special interest groups to develop and create programming appropriate for the site

## Objective IX: Increase value, recognition and funding for AHC public sites

Develop partnerships and relationships with media, corporations and individuals to provide capital and governmental funding and in-kind support:

- Conduct research and identify groups and constituents likely to visit and/or support The Park
  - Conduct a feasibility study for likely resources and financial support
  - Identify thresholds of support and specific lead gift prospects
  - To prioritize project implementation as it relates to master plan and visitor priorities
- Give priority to strengthening relationships with those in state and federal House of Representatives and Congress
- Consider partnering with civic chamber leaders to retain a lobbyist to pursue funding for education, travel and tourism in the area
- Develop corporate partnerships to heighten visibility, increase attendance and provide in-kind donations
- Mailing to corporations to promote the Park as a place for public meetings, corporate events and recreation
- Develop Corporate *Fort Toulouse-Fort Jackson*:
  - Special Invitation only to Corporate Executives for a day at the Park
  - Full day of activities to experience the uniqueness of the site
  - Extend invitation to book for employee groups to visit the park for Annual picnics, corporate retreats and meetings. Site affords limitless opportunities for group building, leadership and creative problems solving types of activities
  - Established relationships builds the foundation for corporate giving and leadership volunteers for capital campaign
- Develop partnerships with media: *Media Days*, similar to *Corporate Days* program
- Develop community partnerships
  - Host community meetings, events at the site
  - Offer point of sale memberships to customers of area retailers, chamber members
  - Offer member discounts at partner retailers
- Embark on a *Foster the Legacy* Capital Campaign to raise

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## Marketing Opportunities

*continued*

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- money from private sector, corporations and public
- Seek grants from corporate, community and private foundations
- Sources of funding marketing materials-state tourism office, area chambers, CVB, etc.
- Annual passes good for all State Parks & AHC Forts
- Website donations



IMPLEMENTATION

# Archaeology Recommendations

## Recommendations to AHC for Archaeological Site Identification

**Recommendation 1:** Update state site forms to correct errors in site location data.

**Rationale:** The state files should accurately indicate locations of archaeological sites in the park so that sites receive maximum protection from development threats, such as utility corridors that may impact the park.

**Recommendation 2:** Plan and conduct a systematic archaeological site survey of the entire park and associated state lands to locate and identify all major archaeological resources. Such a survey should include shovel testing at a standard interval of 5 meters, with each shovel test location recorded by reference to the park archaeological grid. Each shovel test should be excavated to sterile subsoil, soil screened through ¼-inch mesh, stratigraphy and the presence of features should be recorded, and each test backfilled. Survey data should be plotted with Geographical Information System (GIS) software to reveal site limits, extents of occupations, and site limits.

**Rationale:** Proper park management requires detailed knowledge about the distributions and kinds of archaeological resources throughout the park. Areas that are found to be devoid of archaeological resources can be developed and used preferentially over locations with known resources. A better knowledge of the park's archaeological resources can also guide park interpretation by informing park personnel about site history. Good stewardship of the park's archaeological resources depends upon staff awareness of resource vulnerabilities to park development, riverbank erosion, visitor overuse, and other threats.

## Recommendations to AHC for Archaeological Site Preservation

**Recommendation 3:** Create and implement a detailed archaeological resource management plan that coordinates staff responses to predictable threats to the parks archaeological resources. For instance, ground disturbance should be permitted only under these conditions: (1) after an archaeological survey of the proposed location has been accomplished; (2) actual disturbance must be monitored by trained park personnel with the authority to stop work if a significant archaeological discovery occurs in the process; and (3) mitigation of any archaeological deposits is completed prior to ground disturbance, if avoidance of an archaeologically sensitive location is not feasible. The archaeological resource management plan should consider all conceivable threats to the park's archaeological resources, such as routine fence and boardwalk construction

and maintenance, pedestrian traffic on the mound at 1EE1, illicit metal-detecting, and emergency responses to flooding and major storms. Experience has demonstrated that emergency responses can pose a great risk to historic properties, since standard precautions are often waived in such circumstances.

**Rationale:** The archaeological resources at Fort Toulouse-Fort Jackson Park are critically important to the park and to the public for many reasons. Those resources provide much of the justification for the park's existence and offer a means to learn infinitely more than we know today about the people who preceded us in this part of the country. Just as an archivist or a museum curator protects documents and objects important to our history, the AHC must insure that the historic and prehistoric evidence preserved below ground at Fort Toulouse-Fort Jackson Park will be available to current and future generations for their education and enjoyment.

**Recommendation 4:** Establish a curation facility for archaeological collections that meets the Secretary of the Interior's standards for archaeological curation.

**Rationale:** AHC archaeological collections should meet basic standards of physical security, environmental controls, and accessibility. Part B of this document addresses in detail how this need can be accomplished.

**Recommendation 5:** Implement the AHC loans policy and call-in overdue existing loans.

**Rationale:** Artifacts from AHC archaeological collections housed at Fort Toulouse-Fort Jackson Park are on loan to a number of individuals and institutions. For instance, artifacts are loaned to the Alabama Department of Archives and History for display in museum exhibits, and the survey and excavation collections from sites 1EE99 and 1EE179 were loaned to Dr. Cameron Wesson in 2000 for analysis and report preparation. The AHC's formal loans policy calls for annual review and possible renewal of existing loans and the recall of overdue loans.

## Recommendations to AHC for Wise Use of Archaeological Resources

**Recommendation 6:** Complete reports on all previous archaeological excavations conducted within the park and adjacent state lands.

**Rationale:** Table 1 itemizes eleven archaeological investigations in the park and adjacent state properties that remain either entirely unreported or inadequately reported. Park interpretation is seriously hindered by this research backlog. Uncataloged, unanalyzed, and uninterpreted archaeological collections cannot contribute to public education, visitor's center development, park signage, and other

critical needs. Old project reports can be accomplished by allocating AHC staff time or contracting outside consultants. Attending to this enormous backlog of unreported research should be a priority with the AHC. Only the most pressing new fieldwork should be permitted until this backlog is eliminated. Many of the existing reports were done upwards of 20 years ago. Because knowledge of Alabama's prehistoric and historic past has changed greatly in the last two decades, a reevaluation of earlier work is needed for up-to-date park interpretation. The AHC should consider commissioning thematic reports that analyze related collections, including reported and unreported materials. For instance, four comprehensive reports on Fort Jackson, Fort Toulouse I-III, the French village, and 1EE1 would be extremely useful to researchers as well as park interpreters.

**Recommendation 7:** Establish an active research program at the park that identifies and addresses significant research questions important to park interpretation.

**Rationale:** Once all of the previous research in the park and adjacent state properties has been brought up to date through cataloging, analysis, reporting, and interpretation, many unanswered questions about the park's history and prehistory will become apparent. The AHC should develop a plan to address these questions. That plan should encourage qualified outside scholars to pursue research in the park that meets park interpretive needs, as well as addressing research goals of broader interest to the archaeological profession.

## Staffing Needs



	CURRENT STAFF	CURRENT NEEDS	DURING DEVELOPMENT	FULLY DEVELOPED WITH HERITAGE CENTER
DIRECTOR	X	X	X	X
ARCHAEOLOGIST / INTERPRETER	X	X	X	X
VISITOR CENTER / INTERPRETER	X	X	X	X
VISITOR CENTER	X	X	X	X
VISITOR CENTER/GATE ATTENDENT		X	X	X
VISITOR CENTER/GATE ATTENDENT			X	X
SALES ASSOCIATE				X
CURATOR / INTERPRETER			X	X
LAB ASSISTANT / INTERPRETER		X	X	X
EDUCATOR / PROGRAMS COORDINATOR			X	X
ARTISAN CARPENTER / INTERPRETER		X	X	X
GROUNDS FOREMAN			X	X
GROUNDSKEEPER		X		
GROUNDSKEEPER	X	X	X	X
CUSTODIAN SUPERVISOR				X
CUSTODIAN		X	X	X
FARM ATTENDENT / INTERPRETER				X
SEASONAL INTERPRETER			X	X
SEASONAL INTERPRETER				X
SEASONAL INTERPRETER				X
VOLUNTEERS & DOCENTS	X	X	X	X

# Budget Summary

The following is a general estimate of the probable cost of the work illustrated in the master plan. The estimated costs were generated through a variety of means including past experience with similar projects, current market prices and input from local contractors and designers. This budget is compiled using data current for mid year 2008. The costs for unexecuted phases should be increased 8% per year starting at year 2010 in order to account for general inflation. It should also be noted that "subdividing" phases into smaller projects will also increase the associated soft costs, such as general contracting fees and design fees. The line items for archaeology and marketing can vary greatly depending on current needs.



Preservation Site (existing park)				
<b>General Improvements</b>				
Erosion Control	LS	1	\$30,000.00	\$30,000.00
Demolition Asphalt	LS	1	\$80,000.00	\$80,000.00
Site Clearing	LS	1	\$5,000.00	\$5,000.00
Grading	LS	1	\$10,000.00	\$10,000.00
Landscape Improvements: Buffers, Landscape Restoration for Erosion Control, Meadow Establishment	AC	23	\$5,000.00	\$115,000.00
Meadow Grasses & Wildflower Planting	SF	276,500	\$0.13	\$35,945.00
Waste Treatment Facility	LS	1	\$75,000.00	\$75,000.00
Maintenance Area Improvements: Screening, Parking, Facilities	LS	1	\$30,000.00	\$30,000.00
New Access Road to Staff Center	SY	878	\$30.00	\$26,340.00
Security Gates	EA	3	\$1,500.00	\$4,500.00
<b>RV / Camp Site Area</b>				
Resurfacing of Ex. Roads	SY	5450	\$15.00	\$81,750.00
New Paving @ RV Spaces	SY	4000	\$30.00	\$120,000.00
Small Camper / Tent Sites	EA	12	\$2,000.00	\$24,000.00
Primitive Campsites	EA	6	\$1,000.00	\$6,000.00
Entry Feature	LS	1	\$10,000.00	\$10,000.00
Electrical Hook-ups @ RV Site	LS	1	\$100,000.00	\$100,000.00
Water Hook-ups @ RV Site	LS	1	\$75,000.00	\$75,000.00
<b>Trails</b>				
Historic Footpath	LF	1596	\$12.00	\$19,152.00
Heritage Trail	LF	2835	\$12.00	\$34,020.00
Bartram Trail / Nature Trails; mulch 3" depth	CY	365	\$40.00	\$14,600.00
Ft. Toulouse Trail (Formerly Ft. Toulouse Rd.); removal of asphalt to leave a 10' wide trail	SF	13600	\$1.00	\$13,600.00
Bluff Walk, Treetop Walk, boardwalk	LF	1132	\$125.00	\$141,500.00
Treetop / River Overlook	EA	4	\$20,000.00	\$80,000.00
Bike Trail; Asphalt - 3' wide	SY	131	\$25.00	\$3,275.00
<b>Buildings</b>				
Ex. Visitor Center Improvements (staff center)	LS	1	\$100,000.00	\$100,000.00
Restrooms	LS	1	\$75,000.00	\$75,000.00
Interpretive Pavilions	EA	4	\$75,000.00	\$300,000.00
<b>Preservation Site Amenities</b>				
Benches	EA	20	\$900.00	\$18,000.00
Rest Areas (Preparation)	LS	1	\$8,000.00	\$8,000.00
Trash Receptacles	EA	20	\$250.00	\$5,000.00
Picnic Tables	EA	8	\$700.00	\$5,600.00
Picnic Area (Preparation)	LS	1	\$2,000.00	\$2,000.00
Site Lighting	LS	1	\$35,000.00	\$35,000.00
Canoe Launch	EA	1	\$1,500.00	\$1,500.00
<b>Signage</b>				
Entry Monument	LS	1	\$25,000.00	\$25,000.00
Trail Head Markers	EA	5	\$500.00	\$2,500.00
Interpretive Signage	EA	11	\$1,000.00	\$11,000.00
General Directional Signage (Pedestrian)	LS	1	\$3,500.00	\$3,500.00
General Directional Signage (Vehicular)	LS	1	\$3,000.00	\$3,000.00
<b>General Preservation Site Features</b>				
Bastion Restoration for Overlook	LS	1	\$60,000.00	\$60,000.00
<b>Boat Launch Area</b>				
Resurfacing of Road	SY	4998	\$15.00	\$74,970.00
Repair of Boat Launch	LS	1	\$30,000.00	\$30,000.00
<b>Preservation Site Subtotal</b>			<b>\$1,894,752.00</b>	
15% Contingency			\$284,212.80	
<b>Preservation Site Grand Total</b>			<b>\$2,178,964.80</b>	

Heritage Center Site (60 Acres Total; 30 Acres AHC Land, 30 Acres Archaeological Conservancy)				
Alteration/demolition of Ex. Road	SF	11910	\$1.00	\$11,910.00
Site Clearing	LS	1	\$10,000.00	\$10,000.00
<b>Site Grading</b>				
New Ft. Toulouse Road	SY	2500	\$30.00	\$75,000.00
New Parking Roads	SY	2802	\$30.00	\$84,060.00
Striping for Bike Lanes	LS	1	\$5,000.00	\$5,000.00
New Parking (Asphalt)	SY	14350	\$30.00	\$430,500.00
New Parking (Overflow) : # 8910 stone, 6" depth	CY	1024	\$12.00	\$12,288.00
New Parking (Overflow) : 2" topsoil & seed	CY	328	\$32.50	\$10,660.00
New Parking : # 8910 stone, 3" depth	CY	22	\$12.00	\$264.00
Stormwater Management (Biofiltration)	LF	970	\$51.00	\$49,470.00
Heritage Center (building)	SF	12,000	\$250.00	\$3,000,000.00
Heritage Center furnishings	SF	5,000	\$35.00	\$175,000.00
Heritage Center Exhibits	SF	5,000	\$450.00	\$2,250,000.00
LEED registration, certification, commissioning	LS	1	\$60,000.00	\$60,000.00
Special Paving Around Building	SF	21047	\$5.00	\$105,235.00
Waste Water Treatment Facility	LS	1	\$75,000.00	\$75,000.00
Utilities - (Water, Electrical, Gas)	LS	1	\$25,000.00	\$25,000.00
Picnic Area (Preparation)	LS	1	\$2,000.00	\$2,000.00
Landscape, disturbed area	AC	11.5	\$10,000.00	\$115,000.00
<b>Site Amenities</b>				
Amphitheater	LS	1	\$50,000.00	\$50,000.00
Concrete Trails, 5' wide	SF	2680	\$5.00	\$13,400.00
Stone Trails, 5' wide	CY	46	\$42.00	\$1,932.00
Dig Site Replica	LS	1	\$6,000.00	\$6,000.00
Benches	EA	10	\$900.00	\$9,000.00
Trash Receptacles	EA	20	\$250.00	\$5,000.00
Picnic Tables	EA	20	\$700.00	\$14,000.00
Pavilion	EA	3	\$15,000.00	\$45,000.00
<b>Signage</b>				
Entry Feature	LS	1	\$5,000.00	\$5,000.00
Trail Head Markers	EA	3	\$500.00	\$1,500.00
Interpretive Signage	EA	6	\$1,000.00	\$6,000.00
General Directional Signage (Pedestrian)	LS	1	\$2,500.00	\$2,500.00
General Directional Signage (Vehicular)	LS	1	\$3,000.00	\$3,000.00
<b>Visitor Center Site Subtotal</b>			<b>\$6,678,719.00</b>	
15% Contingency			\$1,001,807.85	
<b>Grand Total</b>			<b>\$7,680,526.85</b>	

\*Site Lighting is based on poles provided by Alabama Power @ a reduced or free cost depending upon estimated usage.

**Marketing Costs**  
First year budget, to include re-branding of the park. Excluding staffing costs **\$150,000.00**

**Archaeology Costs**  
Immediate curation needs **\$250,000.00**  
\*Future costs to be determined by additional staffing as needed

**Fort Toulouse-Fort Jackson Park Cost Estimate** **\$10,259,491.65**

\*Prices are approximate, based on contractors' prices for related projects.

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## Schedule

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### Short Term objectives (Present-Two years):

- Improve infrastructure (water, sewer, power)
- Add restroom by existing visitor center
- Develop a detailed plan for the trails
- Develop interpretive stations along new and existing trail network
- Repair replicated fort
- Develop fundraising materials for future Heritage Center
- Make park as accessible as practical
- Provide site amenities (benches, trash cans, etc.) and develop a comprehensive signage program
- Continue archaeological studies

### Intermediate objectives (Two years-Five Years):

- Enhance the farmstead experience
- Design and construct the Heritage Center
- Design and construct the trails
- Design and construct the permanent exhibit in the Heritage Center
- Upgrade roads and add parking
- Continue development of amenities and signage program
- Continue development of interpretive stations
- Continue archaeological studies

### Long term objectives (Five years-Fifteen years):

- Retrofit existing pavilion
- Design and construct amphitheater
- Design and construct new roads and parking
- Continue development of amenities and signage program
- Continue development of interpretive stations
- Continue archaeological studies





APPENDICES

**APPENDIX A**

**VISION WORKSHOP RESULTS**

17 APRIL 2007

The following *Appendix A* documents the conclusions of the Vision Workshop participants as recorded on 17 April 2007. The Workshop responses served as the basis upon which Hilferty developed the *Conceptual Interpretive Plan* for Fort Toulouse-Fort Jackson Park.

**Participants**

Bobbie Brandenburg, Brandenburg Marketing  
Dr. Kathryn Braund, Auburn University  
Nettie Carson-Mullins, Alabama Dept. of Education  
Mark Driscoll, Alabama Historical Commission  
Gerry Hilferty, Hilferty & Associates  
Fred Keith, HKW Associates  
Ike Lyon, U.S. Army Corps of Engineers  
Lee Ann Macknally, Ross Land Design  
Jim Parker, Fort Toulouse-Fort Jackson  
Jane Reed Ross, Ross Land Design  
Melanie Solomon, Hilferty & Associates  
Dr. Greg Waselkov, University of South Alabama  
Daniel Wright, HKW Associates  
Liz Youngblood, Ross Land Design



# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## MISSION

### Why are you doing this project?

*Why does the Fort Toulouse – Fort Jackson State Historic Park exist?*

“The mission of the Fort Toulouse-Fort Jackson Park is to...?”

- Collect, preserve and interpret the natural and cultural resources of the Park for the enjoyment and education of today’s and future generations/audiences
- Maintain and promote the Park as a destination for compatible, focused archaeological, historic, scientific, and recreational pursuits/ opportunities
- Serve as a regional campground and a family destination
- Create the means to fund and maintain the preservation, interpretive, educational, and recreational activities
- Note, the Army Corps of Engineers mission statement includes the following tenets:
  - stewardship of the lands and waters; promoting awareness of environmental values
  - management and conservation of natural resources; adherence to sound environmental stewardship, protection, compliance, and restoration practices
  - providing quality public outdoor recreation experiences that contribute to the quality of American life; serving needs of present and future generations
  - cooperation with other agencies and the private sector

## AUDIENCE

### Who is it for?

*What are the most important audiences for the Park and the new exhibit?*

- School groups (elementary, \*especially 4th grade / junior high / high school) / teachers College students / college interns / professors / field archaeologists and researchers
- Local families / local adults / local seniors / tourist families / tour groups (bus tours)
- Alabama travelers / national travelers / visitors from regional Air Force base
- International travelers (Canadian snowbirds, French, British, other Europe, Asia, international students and their families associated with Air War college)
- History buffs / researchers, \*especially historical archaeologists / reenactors / historical and nature organizations and related groups (e.g. Bartram Trail group, birdwatching)
- Society, historic road group, canoe trails group, garden club/ heritage tourism
- Other specialty groups ( e.g. clubs that want to rent classroom space )
- In-state American Indians / out of state Native Americans, \*especially from Muskogee/Alabama Nations on heritage trail / \*people interested in American Indian history
- Expanded racial diversity including African American / Hispanic (including Indians from Mexico)
- Recreational bikers on trails / hikers / campers (day users and recreational, also primitive campers on canoe trail) / birdwatchers / RV-ers
- Partners for sponsored programs

*What are their unique and important needs?*

- Multipurpose, flexible space rooms with wet areas and media capability / separate auditorium?
- Separate lunchroom/catering kitchen accessible to multipurpose rooms
- Research room for accessing secondary sources
- Public hands-on archaeology lab
- Amenities: coat rooms / large accessible bathrooms / rest and pause areas / snack area and/or restaurant / gift shop
- ADA concerns: vision, hearing, mobility considerations / multiple languages
- Overnight sleeping facilities ( more barracks/bunkhouses, improved and updated campground facilities )
- Canoe dock / possible tour boat dock and support facility
- Flexible outdoor pavilions/gathering spaces ( for weddings, reunions, birthdays... ) with closable/lockable walls
- Amphitheater(s)
- Wayfinding / more on-site interpretation

# Vision Workshop Results

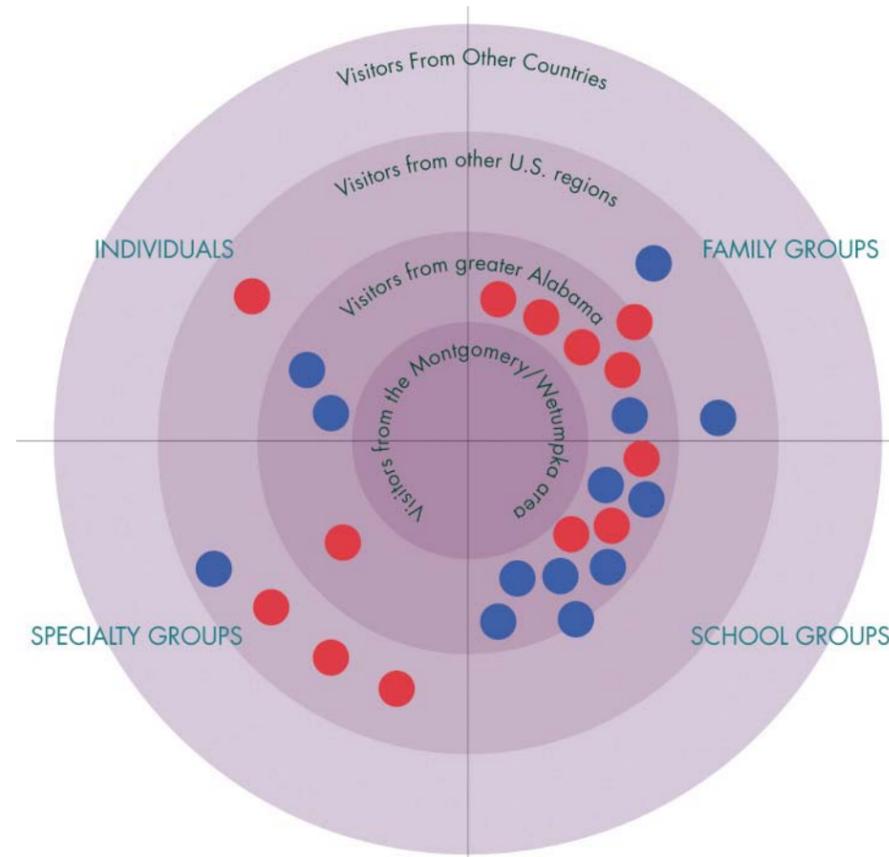
Appendix to Conceptual Interpretive Plan, continued

## AUDIENCE ISSUE 1: TARGET AUDIENCE

Scale A: Group Composition

Scale B: Geographic Origin

- Primary Choice
- Secondary Choice



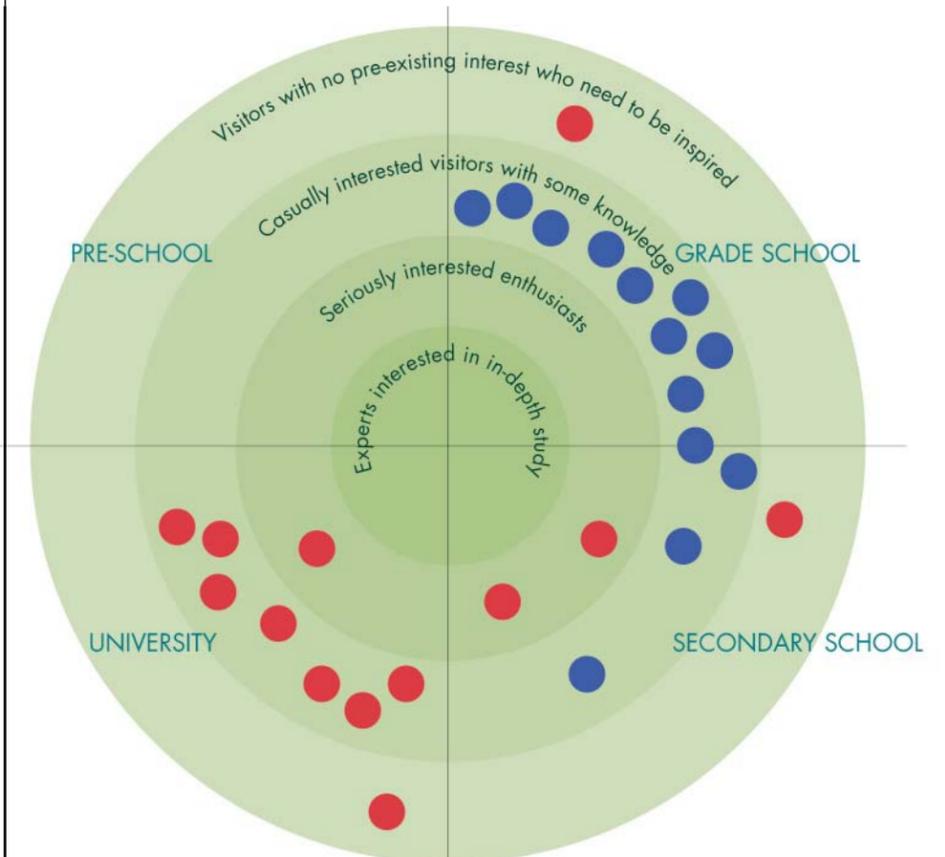
Workshop participants voted on the composition and geographic origin of their targeted audience by physically tagging a target chart with their choices. Their votes indicated that a key target audience for the “new and improved” Fort Toulouse-Fort Jackson Park is comprised of Alabama school groups, especially 4th-graders who come for curriculum-based programming experiences. Families from Alabama are a close second. The implication here is to focus on families and school groups without neglecting the needs of individuals and specialty groups.

## AUDIENCE ISSUE 2: TARGET AUDIENCE

Scale A: Education Level of Audience

Scale B: Familiarity with Museum Subjects

- Primary Choice
- Secondary Choice



Workshop participants also voted on the education and knowledge levels of the audience to be targeted. Consistent with the findings on group composition, visitors with a grade school level of education (implying elementary school-age children, not adults who didn't continue past the sixth grade) and some familiarity with the natural and/or cultural history of the Park are the primary targeted audience. A close second are college graduates who have some interest in the Park and its offerings. The challenge for Park interpretation is to meet the expectations of a wide range of ages and knowledge bases.

# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## SUBJECT

### What is it about?

*What is the exhibit / interpretive subject emphasis?*

- Early people: Paleo » Archaic » Gulf Formational » Woodland » Mississippian » Protohistoric (note: burial urns)
- Muskogee: Creek Nation » Alabamans / identity (how American Indians saw/described/understood themselves, how others saw/described/understood them)
- Europeans: De Soto » French » British » Spanish
- British » conquest / Americans » conquest
- Individuals and their stories: Bienville, Fontenot, La Tour, named Alabama Indians (Sehoy, others), James Adair, William Bartram, Andrew Jackson, William Weatherford
- Trade / economics / politics / diplomacy / changing alliances / dependencies / balance of power. Stories of spies, counterintelligence, Adair's escape from Fort Toulouse. Pre-revolutionary work with Indians. Mutinies. Living among Indians at the Alabama Post
- Place: natural landscape / ecology / ecosystems / sacred places (mounds) / changing landscape (river erosion, other) / William Bartram, naturalist
- Importance of geographical location: historically / politically / economically. Alabama Post as French colonial settlement among existing Alabama Indian towns, later a farm site. Mapping the site
- Site today: reconstructed buildings based on modern interpretations of the past / multiple uses including leisure, education, research, experimentation
- The process of interpretation: how historians and archaeologists gather evidence of past and draw conclusions (creating history from bits and pieces) / history of archaeology and interpretation at the site, changes over time / importance of preservation / techniques change (more accurate while being less intrusive) / mistakes made / still things left to discover (e.g. Camp Jackson) / research is never-ending
- Commemoration and meaning / relevance of history/site to today in Alabama, US, world
- Time frame: prehistory to present. Post- War of 1812 more about cotton economy of the South, a story which has been done elsewhere, so will be a minor part of interpretation here

## MESSAGE

### What do you intend to say?

*What should be the main messages of the visitor experience?*

We are here because...

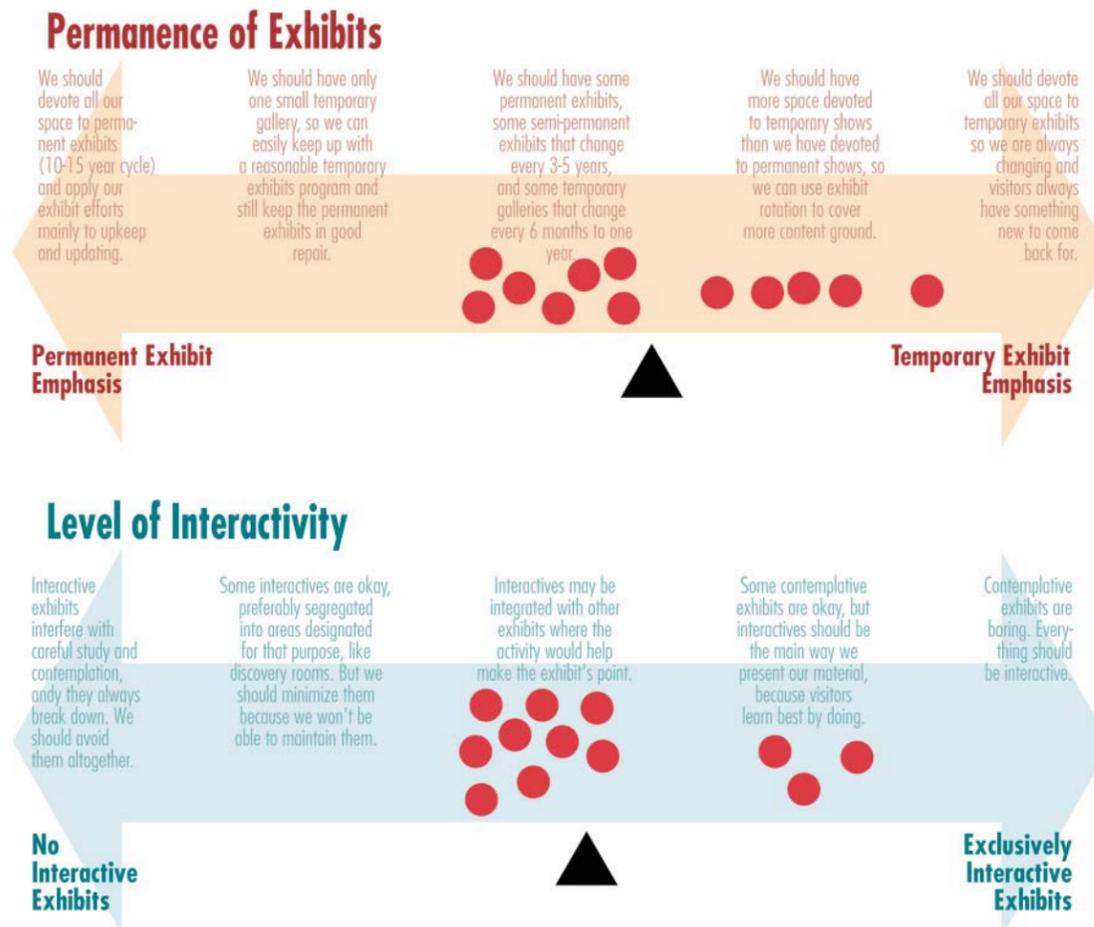
- We have one of the most unique prehistories in the state. In concentration and breadth of cultures, most dense collection of archaeological sites in the state. Note that people came from all over to this peninsula thousands of years ago. Gulf Formational: first pottery in state. Proto History: burial urns. Accessible, historic Indian villages that may be examined in place, along with French settlement. We are one of the few Protohistoric sites in Alabama open to the public.
- The Creek Indians, particularly the Alabama tribes, are central to the importance of the historic park. The Indian story is the bulk of the story, through their continuity of occupation particularly through the War of 1812.
- Fort Toulouse was a key strategic outpost of French colonial Louisiana and critically important to the Creek Indians as a counterbalance to British influence in the South. In other words, Fort Toulouse played a crucial role in the contest for empire.
- William Bartram's visit to this location in 1775, as described in his Travels, is important to our understanding of the eighteenth-century South. As a cultural anthropologist, provides key to understanding late 18th Century Indian life. As a natural environmentalist, makes key botanical discoveries. As a visitor to Fort Toulouse, ties the French cannon into the site, and also provides a visitor's point of view, a "window in time."
- The Creek War of 1813-1814 effectively ended Creek control of much of Alabama, and the Treaty of Fort Jackson can be viewed as the beginning of "Indian Removal" in Alabama. The huge transfer of land to the U.S. originally pushed Indians further north and east. The U.S. then used the Creek War as an example to Americans to say they had no choice but to remove the unreasonable Indians who fought/would fight against them.
- Preservation is important for public education and provides high-quality recreational and entertainment opportunities. This is true in general, but in particular, this site is a prime illustration of why preservation is important. The beauty of the location, the importance of the rivers and pathways—true historically and today. Ties in with message that the story continues, that interpretation changes as more is learned; destroy the site, and destroy the truth.

# Vision Workshop Results

*Appendix to Conceptual Interpretive Plan, continued*

## EXPERIENCE VALUES ISSUES 1

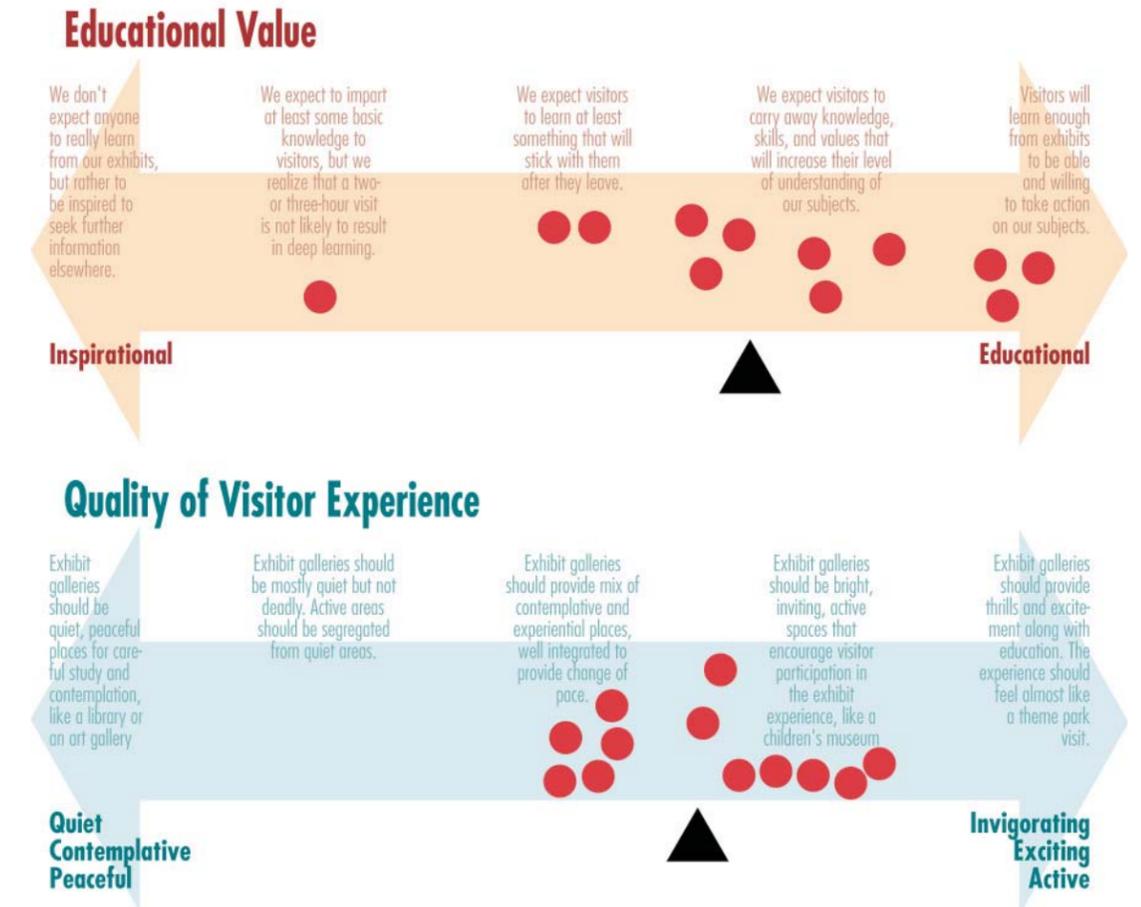
Where on these scales do the exhibitions belong?



Workshop participants' votes show a keen interest in keeping the exhibits/interpretation fresh and dynamic over the long haul. This may be accomplished in part by incorporating levels of exhibits: core, permanent exhibits provide a framework upon which shorter-term and temporary exhibits are overlaid. Additionally, interactive elements related to the story content reinforce the messages by appealing to different learning styles with exciting, hands-on activities.

## EXPERIENCE VALUES ISSUES 2

Where on these scales do the exhibitions belong?



Based upon the votes by Workshop participants, we want visitors to leave the exhibits and the site having learned something. Better still, we want them to retain this information long-term. Creating an exciting, participatory, multifaceted exhibit is critical to help us provide the kind of engaging adventure in learning and doing we want our visitors to experience.

# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## CONCEPT

### What's the big idea?

*What are the "stars" of your show (artifacts, images, documents...)?*

- The setting / land and three rivers / outdoor museum / diversity of ecosystems
- Above-ground archaeology: fort reconstructions / Indian village reconstruction / the mound / land forms / historic trails / cemeteries
- Raw footage of Arkansas Post film
- Axes, cannon, pottery, burial urns, beads, effigy pots >> artifacts from different eras
- Reproduction maps, French and English documents, Bartram's Travels
- Photos of archaeological digs in process, documentation re. archaeological digs
- Reenactors / living history / site staff
- Overnight accommodations

*What's missing from your collection?*

- \$\$\$ money
- Don't own the artifacts on-site ( State Archives collection ) and may not be able to bring all pieces back home for display
- Cannon, swivel gun, breech
- Views of rivers
- Flatboat/bateaux / Indian dugout canoe
- Alabama Post French family homestead/farmstead
- Organic material such as trade cloth, baskets, skins, uniforms that disintegrated over time
- Original archival documents
- French and Indian voices / audio
- Live animals, both domesticated and wild ( oxen, cattle, hogs, chickens, deer ) / wagons
- Alternate points of view

*What is the central, unifying approach to the exhibit presentation? To be determined...*

- Timeline, chronology; by eras
- Thematic / topical concepts
- Combination timeline / thematic approach
- Discovery: flow backwards in time from present to past as layers of history are peeled away

*What are some large-scale exhibit ideas?*

- Orientation theater / immersive object theater
- Hands-on public archaeology lab
- Raised observation platform
- History Detective: you be the historian/archaeologist uncovering clues to the past and discovering the lengthy history and natural history of the site
- "Passport" ( paper or electronic ) with multiple points of view, build cumulative experience / connect with web/satellite schools
- Open storage artifact collections
- Recreate French farmstead / Creek square ground / other houses/structures
- Hear oral histories/spoken languages
- Listen to music of era
- "Let's Make a Deal" trade interactive
- "I Spy" French and English spying interactive uncovering clues throughout the site
- Downloadable podcasts / web-connected exhibits and teacher materials / videoconferencing links to schools
- Costumes ( Indian regalia / French Marine uniform / English trader ) / full-size figures in costume and/or try-on clothing
- Possible life-size figure in dioramas/settings

# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## APPROACH

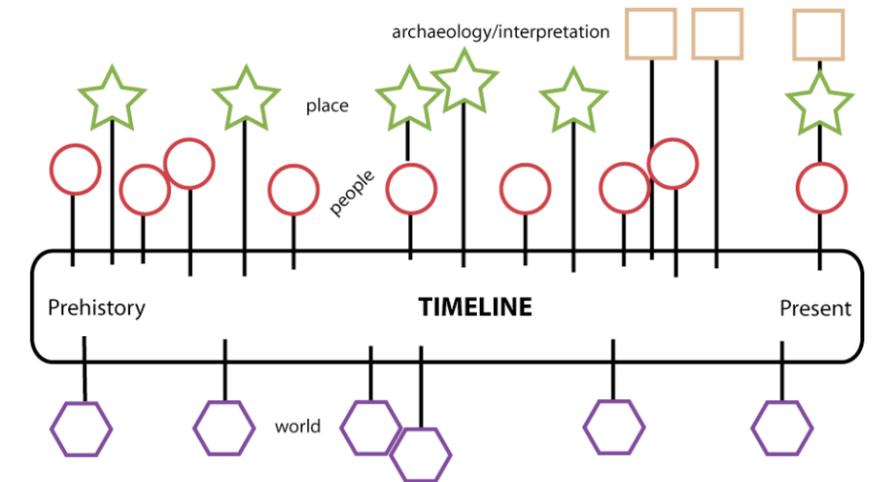
### How to visitors experience the exhibits?

*What's the visitor flow?*

- Four potential content approaches follow. The ultimate choice may be one of the four existing suggestions, or a hybrid combination of two or more of them.
- It is important to note that the complete experience is not illustrated here; items such as the entry experience, gift shop and offices, orientation theater, and so on will be added by Hilferty to the final visitor flow diagram for the report.

[Note: The four initial approaches to the exhibits at the Heritage Center included here are “as presented” to the Workshop participants, and are included to show the process by which we arrived at the final approach presented in the main Conceptual Interpretive Plan. Note that in all of these approaches, the need to extend the interpretation beyond the Heritage Center and out into the site itself was recognized at the Workshop.]

## #1: CHRONOLOGICAL APPROACH



The chronological approach is the most straightforward, telling the story from prehistoric times to the present. Topics relating to the main messages and subjects appear in order along the timeline. They may appear in separate galleries off the main exhibit spine, or within one large gallery.

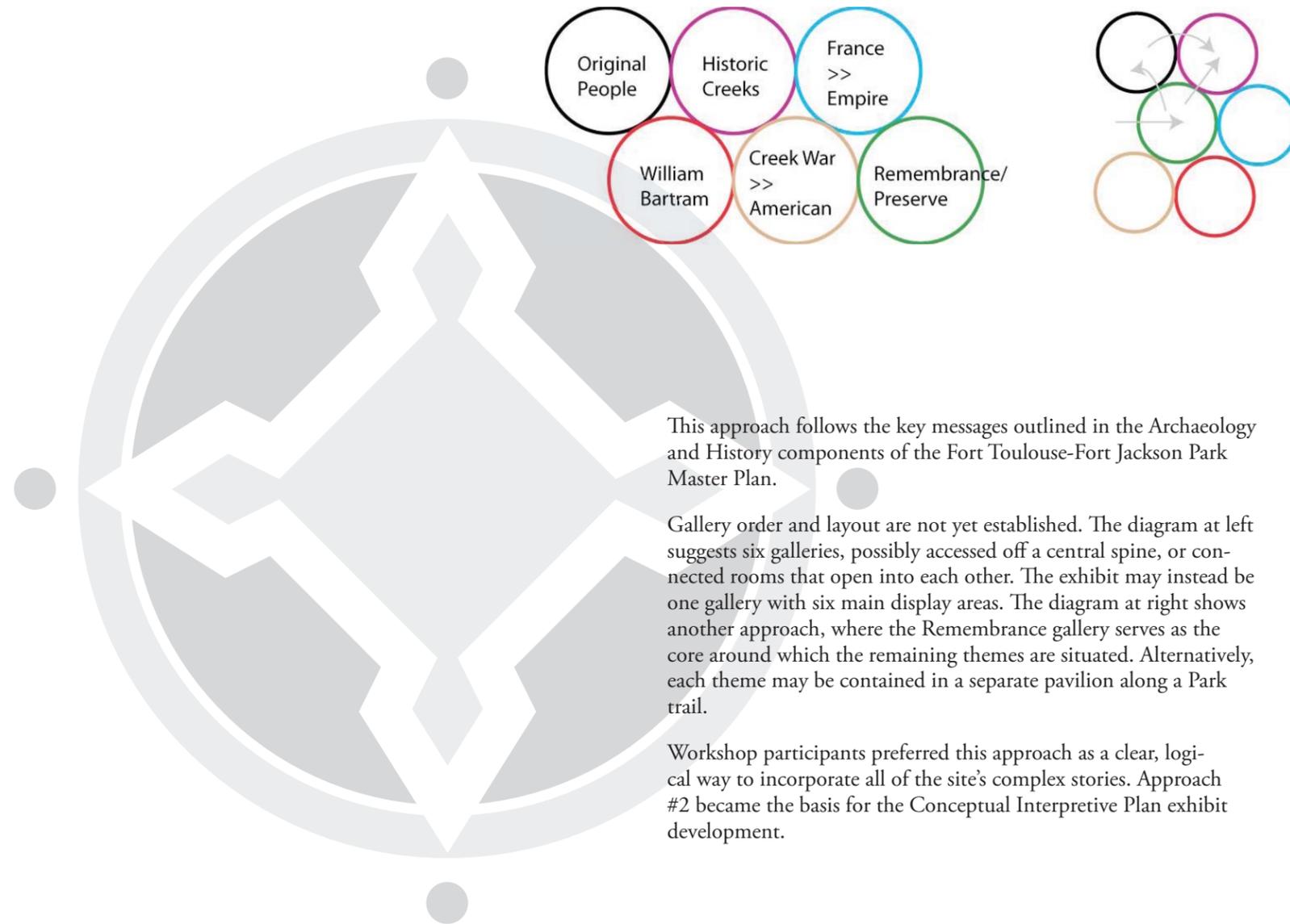
The timeline need not be a physically linear presentation, where the visitor enters the exhibit at one end and exits the other. The exhibit may be circular, beginning and ending at the same point. It may be separated into several galleries within one structure, or even be spread among individual pavilions located throughout the Park site.

Though Workshop participants liked this approach as simple to understand and achieve, it was not the favorite. The idea of a central spine linking multiple exhibit galleries was something that they liked and thought useful to incorporate in a final concept. Also, displaying timeline segments within other approaches was suggested.

# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## #2: MASTER SITE PLAN THEMATIC APPROACH

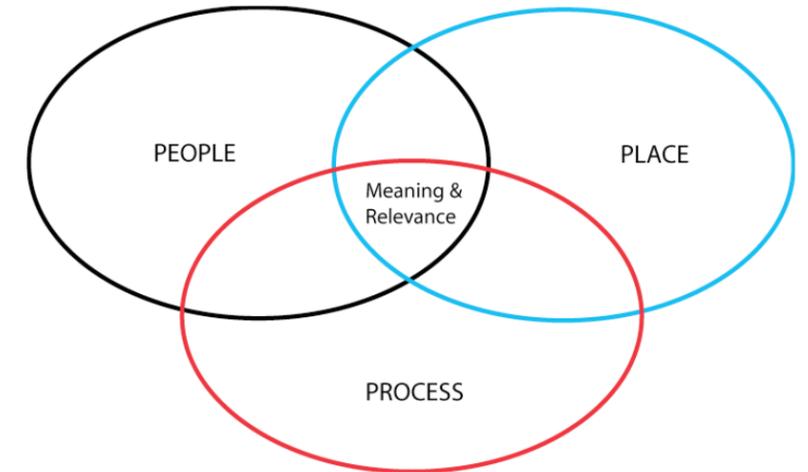


This approach follows the key messages outlined in the Archaeology and History components of the Fort Toulouse-Fort Jackson Park Master Plan.

Gallery order and layout are not yet established. The diagram at left suggests six galleries, possibly accessed off a central spine, or connected rooms that open into each other. The exhibit may instead be one gallery with six main display areas. The diagram at right shows another approach, where the Remembrance gallery serves as the core around which the remaining themes are situated. Alternatively, each theme may be contained in a separate pavilion along a Park trail.

Workshop participants preferred this approach as a clear, logical way to incorporate all of the site's complex stories. Approach #2 became the basis for the Conceptual Interpretive Plan exhibit development.

## #3: THREE P'S THEMATIC APPROACH



Three P's is an alternative thematic approach that incorporates all of the recommended themes in the Archaeology and History Components of the Fort Toulouse-Fort Jackson Park Master Plan completed in April 2007.

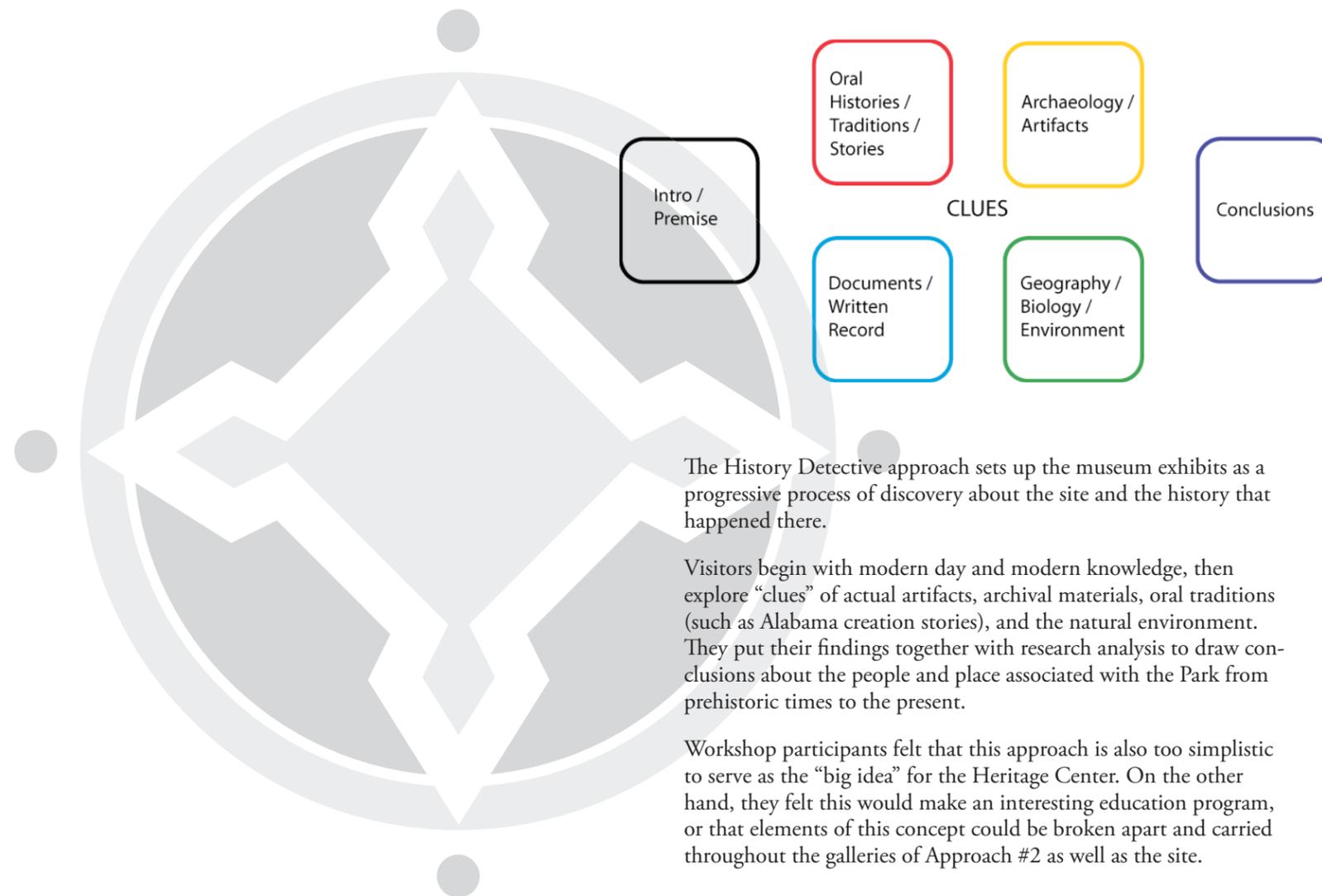
The People gallery includes topics such as diversity; diplomacy and alliances, enemies and neighbors; trade; contest for empire and American conquest. Place incorporates topics like the strategic location and confluence of rivers; sacred place, mound; natural environment of flora, fauna, ecology; changes over time, such as river erosion to agriculture. Process covers discovery and interpretation, with topics such as archaeology; historic research; preservation; reconstruction; new discoveries and theories; unknowns and mistakes. Each gallery may follow a chronological timeline. Several topics, such as William Bartram's Travels, connect the larger themes together at the overlapping points of intersection.

This approach was set aside as an overarching concept. It was felt this is too simplistic a way to relate the complexity of Fort Toulouse-Fort Jackson Park history.

# Vision Workshop Results

Appendix to Conceptual Interpretive Plan, continued

## #4: HISTORY DETECTIVE APPROACH



## YARDSTICK

### Measurement of Success

*One year after opening, we will know that we succeeded because:*

- Park visitation increases to 150,000 paying visitors
- More return visitors
- Friends of the Forts/support group membership increases
- Year-round school group visits
- Increased revenue
- Cites as one of the must-visit destinations
- Legislature moves the site to the top of the list
- Recognition of educational initiatives
- More out-of-state visitors
- More and new correct brown signs
- Kids start talking about preservation and participate in the Park / “Geeks in the Digs”

# Summary of Questionnaire Responses

Appendix to Conceptual Interpretive Plan

## APPENDIX B

### SUMMARY OF QUESTIONNAIRE RESPONSES

#### Introduction

On 17 April 2007, Hilferty, the museum planning and exhibit design firm working with HKW Associates architects, distributed questionnaires to the participants in a Vision Workshop for Fort Toulouse-Fort Jackson State Historic Park. The participants, in turn, passed along the questionnaires to additional project stakeholders. Thirteen responses were returned to Hilferty.

The following report simply summarizes the questionnaire respondents' views regarding planning for the site and future visitor center, and does not include comments generated during or resulting from the Vision Workshop. The information provided here will be taken into account as we move through the planning process and formulate the final report.

#### General Likes and Dislikes

There were many points in common in the breadth of responses for favorite and least favorite museum/tourist/entertainment encounters. Nearly everyone stated that **authenticity is key** to a positive experience. Presenting factual, thoroughly researched history is essential to trust in the site—whether it is through display of genuine art/artifacts in real settings, or via accurate living history presentations and skillfully reproduced objects and buildings. Misinformed tour guides, poorly trained re-enactors, and fake “Disneyesque” reconstructions make for bad visits and negative impressions. Professional, high quality displays, interactives, and media reinforce the museum's authoritative voice.

Most respondents indicated that their memorable museum experiences were **entertaining in a meaningful way**. Good museums offered an appealing aesthetic element, combined with an array of interpretive methods presenting compelling stories. Variety is the spice of life for our respondents. More than just putting a wealth of items on display (though that is certainly a part of “variety”), it concerns the ways in which objects are exhibited and information is conveyed. Respondents want choices—interpretive options that match their levels of interest and learning styles—whether they prefer hands-on activities, self-guided or docent-led tours, open storage displays, recreated settings, living history immersions, written labels, touch-screen computer databases, or audio podcasts.

Having **interpretive options** means having access to information. Being able to understand what s/he is seeing and doing, being able to connect people and place, is necessary for each visitor to make sense of the stories and draw meaningful conclusions. This does not mean inundating the visitor with so much data that s/he experiences information overload. Rather, it is about providing the tools for each visitor to have an experience that seems tailored to his/her individual needs. One respondent pointed out the example of taking tours with skilled interpreters who slanted their presentations toward specific visitor interests, making each visitor feel special while retaining the overall excitement and fascination for all.

The ability to **explore at one's own pace** and make one's own discoveries was singled out by several respondents as important to their favorite museum visits. Others found that specialized tours they chose to attend were highly enjoyable. Some of the worst museum experiences involved being “processed through” a site—being quickly herded along and forced to follow a set pathway and program.

**Good amenities** are another key component in making the “favorites” list. Paying attention to basic visitor needs can mean the difference between positive and negative site experiences. Clean and accessible bathrooms are at the top of the list (especially noted by the women respondents), followed closely by a great gift shop and food service. Modern, up-to-date facilities—including campgrounds—are high on the roster. Providing a comfortable retreat from the weather, and making sure there are places to sit down, are essential. And all of this must be offered at affordable prices that visitors think are fair and manageable.

#### Strengths and Weaknesses of the Site

Respondents thought a primary strength of Fort Toulouse-Fort Jackson Park is its **fantastic location**. The natural setting—the rivers, the arboretum—is a draw for bird watchers, canoers, and outdoor-lovers in general. They noted there is a **need for wayfinding and interpretive signage** throughout site to support the appreciation of its natural beauty and to direct visitors to the replicated forts, the village, and Mound.

Almost all respondents singled out the site's **fascinating and unique history** as being of importance to state, regional, and national heritage. There is an abundance of well-documented stories to draw from, with a wealth of scholarly background research. A notable weakness is that most of these stories are currently not

# Summary of Questionnaire Responses

Appendix to Conceptual Interpretive Plan, continued



interpreted at the site; visitors aren't given enough information to understand what the site means. The recreated forts and Indian village provide an engaging "atmosphere" with their living history programming, but the reenactments are infrequent. There is an archaeology lab and terrific summer archaeology program connected with the Park, but few of the rich archaeological resources are on display. The respondents overwhelmingly remarked on the **palpable need for a modern visitor center** with comprehensive, ongoing interpretive exhibitions.

**Lack of funding** is the single most-cited weakness. According to the questionnaire comments, though staff maintains the site as best they can, little money translates into worn out and subpar equipment and amenities. The campground and its electrical system are outdated. There are too few restrooms in too few locations, and they lack infant care areas. The site, including trails and the visitor center, is not readily accessible for wheelchairs and strollers.

**Professional and dedicated staff** are a strength remarked on by many respondents, who also acknowledge that there are too few employees to easily manage the site and its resources. Some of the long-term staff are nearing retirement age; with no staff to mentor, their crucial knowledge and experience will be lost. There is an active friends group, and the Park has a tight connection with re-enactors, but the site has few alliances with educational institutions and corporations that could strengthen its offerings and keep it in the public eye.

Many comments indicated that the site currently lacks a **variety of experiences** that can keep visitors engaged long-term. There is a general lack of identity for the site as a whole. But this may be remedied in fulfilling the enormous promise and potential of the site. Only the tip of the iceberg has been tapped; there are still undiscovered histories to be interpreted and new archaeological sites to unearth.

## Concerns and Potential Hurdles

The three most-cited concerns were **money, motivation, and momentum**. Funding has been hard to come by, and many see that as a continuing problem. At the local and state level, there is a lack of tax support for sites in general. Token funding will not solve the problems; the site requires enough money to do the job right initially and then keep it running at a professional level with museum-trained staff in place. There is also competition from other states, such as Tennessee and Florida, which spend more money on their archaeological heritage programs and historic sites.

The plan needs to **move forward in measurable steps**—following a manageable time frame with achievable goals and milestones for those involved to keep a positive attitude and stay motivated. Several respondents feared a lack of continuity if implementation takes too long, especially if skilled and knowledgeable staff leave and new staff need to be trained and brought up to speed. No one wants this to be "another meaningless exercise" in raising hopes on projects that will not come to fruition, so plans at both the site and state levels must be followed through. One respondent also emphasized that the vision needs to be fulfilled with the expertise of professional firms and contractors.

Politics may also pose a threat to the success of the project, especially in dealing with critics of planning process in the legislature. Respondents suggested the Park needs to **capture and hold the attention of the public**—especially local residents and gain their support and advocacy. It also must show the legislature and media the importance of this site and opportunities it offers to promote Alabama as a whole.

An additional concern involves special interest groups with their own agendas that may attempt to rewrite the history of the site. One fear is that interpretation will get bogged down in living history program details and lose sight of the bigger picture. Telling the whole story—the long and complex story—without losing the interest of the visitors is also a challenge remarked upon by some respondents.

Some general concerns include the declining volunteer rate (who will staff the fort?) and increasing gasoline rates (who will visit?). But most respondents expressed the belief that the roadblocks and potential hurdles are not insurmountable. There is an **overall optimism** that an exciting, modern vision for the site will succeed.

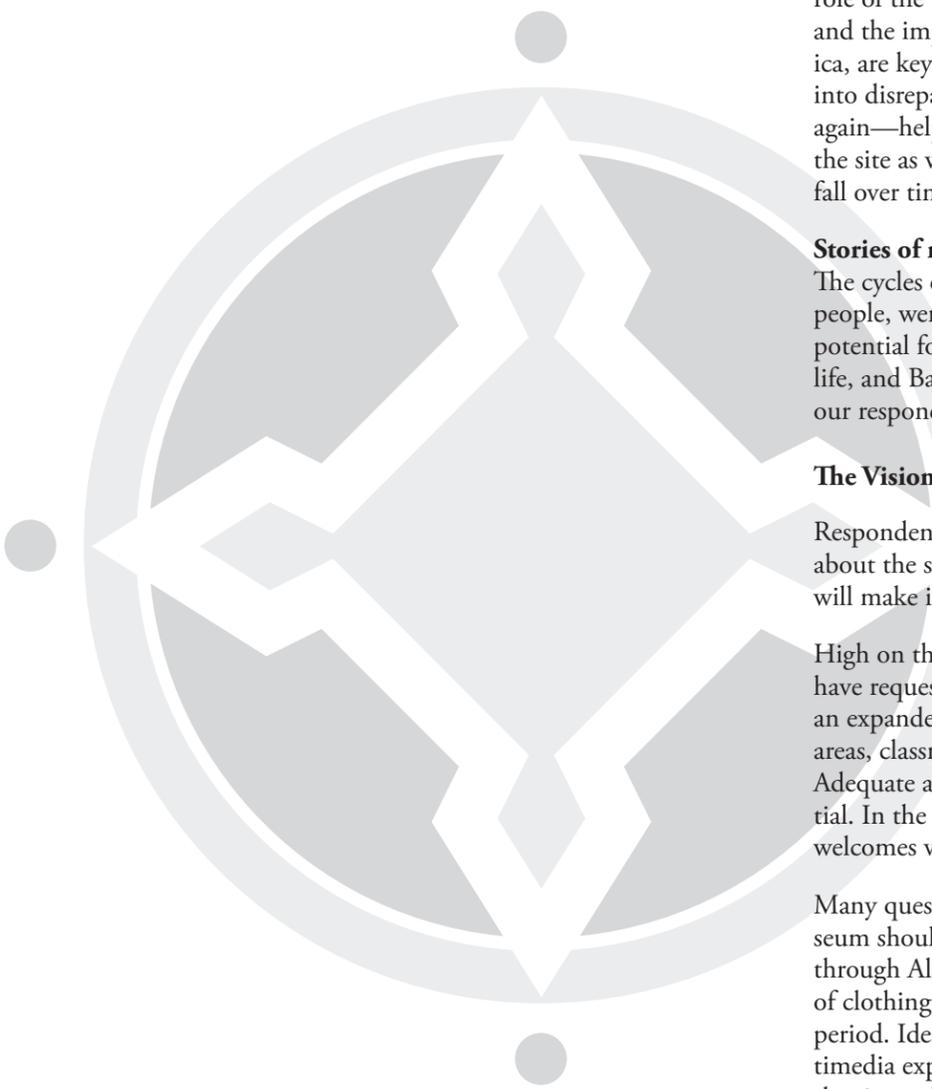
## Favorite Stories

There was a wide range of responses to favorite stories about the site. One of the most often mentioned is that the peninsula is a unique archaeological site spanning occupation from ca. AD 200 through statehood in 1819. The artifacts recovered to date are fascinating and truly illustrate the multiple cultures that lived there.

For most, **personal stories of real people** living at the site are the most intriguing. Lifeways over the different time periods and cultures, the impact one group had upon the other, are stories that captivate many respondents. For some, the focus on the original

## Summary of Questionnaire Responses

*Appendix to Conceptual Interpretive Plan, continued*



inhabitants and later Native Americans is especially compelling, including tales from Native Americans whose ancestors once lived on site and the original Indian names for the area. For others, it is mainly the interplay between Indians and European soldiers. The role of the trading center and forts in the development of Alabama, and the importance of this site in the colonization of North America, are key stories. The many times in history in which the site fell into disrepair—but was deemed crucial enough to restore again and again—helps underscore the fundamental strategic importance of the site as well as the mystique surrounding its continued rise and fall over time.

**Stories of nature and the environment** are equally significant. The cycles of nature, and their connection to and influence upon people, were also mentioned, particularly the role of rivers. The potential for amazing scenic vistas, attention to the abundant plant life, and Bartram's adventures can help grab attention and instill in our respondents the sense of wonder and excitement about the site.

### The Vision

Respondents to the questionnaire were not shy about dreaming big about the site in general, a new museum, and programming that will make it one of the top destinations in Alabama.

High on the list is a **new, modern visitor center/museum**. Must-have requests include an auditorium for lectures and programs, an expanded museum store, restaurant, office space, tourist rest areas, classroom space, and entertainment venue accommodations. Adequate and dedicated space for new, dynamic exhibits is essential. In the new facility, a friendly and cheerful greeter at the door welcomes visitors to the site every day.

Many questionnaire responses supported the vision that the museum should be filled with archaeology exhibits from pre-history through Alabama statehood, to include superbly crafted displays of clothing, weapons, foodways, and house wares for each time period. Ideas include a mix of real artifacts with images and multimedia experiences, including an introductory media show about the site and possible large-scale murals depicting the chronological history. Respondents suggested exhibits should provoke visitors into thinking about the archaeological resources behind the stories, valuing and preserving both Fort Toulouse and other archaeological resources in their own communities. There should be a variety of interactive exhibits, with touchable elements and reproduction objects, along with audio tours, so that there are choices in how to access the information. A changing exhibits gallery would keep the museum's offerings fresh and new over time.

Envisioning what the Fort Toulouse site could be includes **historically correct interpretation of the fort** and its occupants. Essential roles of Native Americans, French, British, and Americans in settling Alabama would be emphasized. The role of early traders would be effectively and adequately demonstrated. According to the comments, more stories on the role of women and child rearing on the frontier should be incorporated into the mix. As part of this process, respondents emphasized completing the restoration of Fort Toulouse and partial reconstruction/replication of Fort Jackson.

A number of comments focused on **putting the visitor into the story**. Respondents suggested several ways to accomplish this. One method is to hand her/him a card with the name of a real person on it so s/he can follow their story throughout the museum exhibit and find out what happened to that person. Education programs may also let the visitor have more than a passive experience; for example, turn general visitors into re-enactors by letting them wear the clothing they wore historically, carry a pack they carried, eat the food they ate, and do their chores—a “Day in the Life” adventure. Such experiences could become a special overnight event as well. Add a boat trip down river for even more hands-on fun and education. Another idea was to encourage general visitors to dress up in vintage costume and have a “historic” snapshot made (or, perhaps, a camera obscura sketch portrait or silhouette).

The future Park should **offer a top-quality living history program**, complete with a full-time living history staff, including a coordinator for monthly volunteer programs and annual programs. Respondents emphasized it **needs to be fully funded** to support special living history events like Alabama Frontier Days. The future Park would operate specialized living history programs geared to children, with an arts & crafts component where they can see craftspeople engaged in productive work at the park and then join in. In the envisioned Park, period re-enactors would do tours and “work” the recreated fort and Indian village. The first-person interpretation would transcend age, race, and gender. There would be re-enactments that focus on specific grades through college level, connected to teacher materials developed by teachers about the fort's impact on Alabama history.

One proposal is to expand the living history program by reintroducing live animals onto the site that were there during the historic eras (fencing them into a particular area), and hire a full-time handler to manage them.

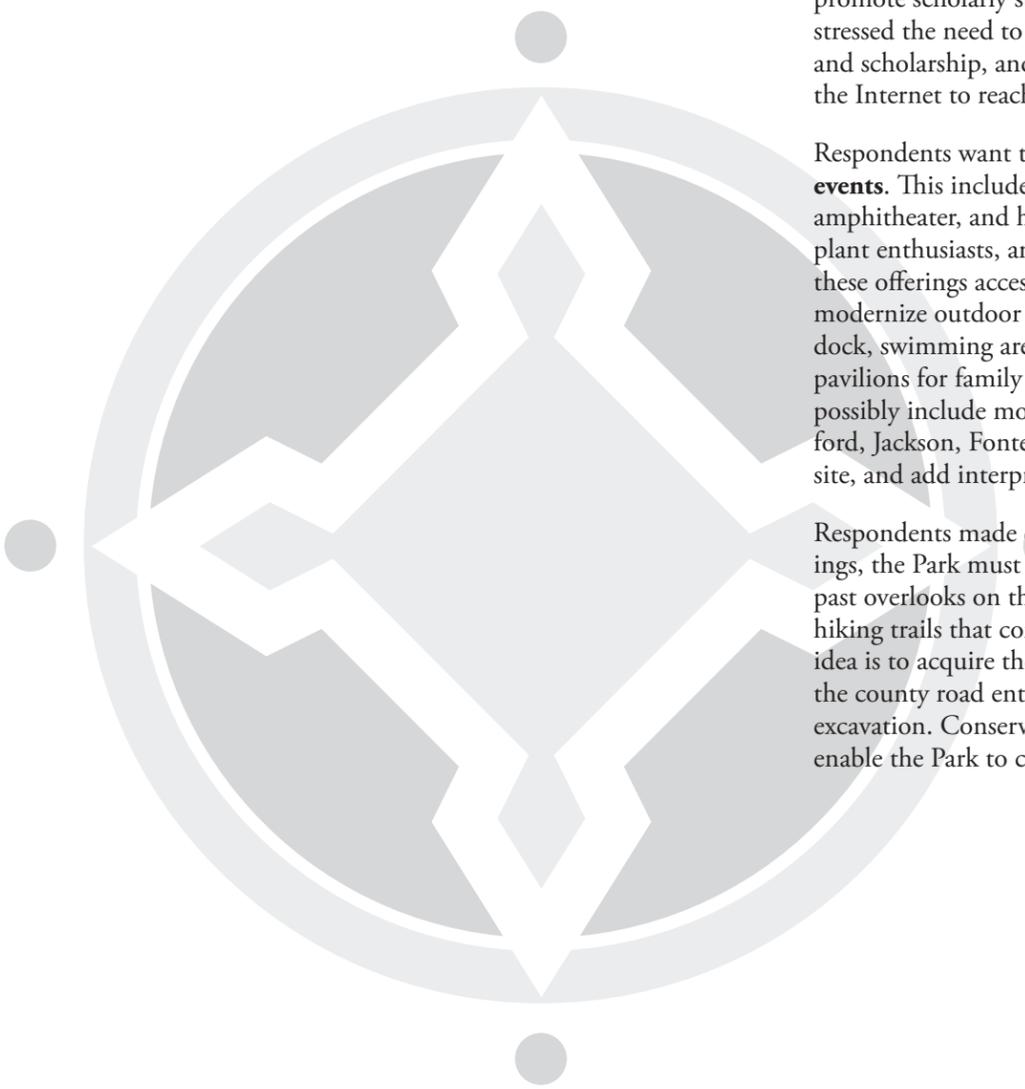
Another respondent's proposition is to hire a trained lab assistant to handle archaeological materials from the site in a new processing area, and include this work in the exhibits (the lab has a window,

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## Summary of Questionnaire Responses

*Appendix to Conceptual Interpretive Plan, continued*

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where the public can watch the work taking place—an “archaeologist under glass”), along with an improved artifact storage space open to public viewing, and more public archaeology opportunities. Along with this, **build a new research facility at the Park** and promote scholarly study of the site and its artifacts. One comment stressed the need to make sure that information on the collections and scholarship, and educational materials as well, are available over the Internet to reach a worldwide audience.

Respondents want the Park to **develop a wider breadth of outdoor events**. This includes planning programs to take advantage of a new amphitheater, and holding classes and outings for bird-watchers, plant enthusiasts, and others. They underscored the goal of making these offerings accessible for all. Other “wants” are for the Park to modernize outdoor amenities including campsites, the boat/canoe dock, swimming areas, rest rooms, and rest areas, and improve the pavilions for family outings. In developing the outdoor experience, possibly include monuments depicting famous people (Weatherford, Jackson, Fonteneau, Bartram...) who are important to the site, and add interpretive informational signs throughout the Park.

Respondents made certain to note that in expanding outdoor offerings, the Park must **preserve quiet trails** through the woods and past overlooks on the rivers. The site should increase biking and hiking trails that connect to adjoining “forever wild” lands. One idea is to acquire the 30-acre parcel of land on the south side where the county road enters the park, which can be built upon without excavation. Conservation easements all down the entry road would enable the Park to control development.

### Conclusion

There is no shortage of enthusiasm and ideas in planning for Fort Toulouse-Fort Jackson Park. **In essence, the consensus vision is to have a site that is well funded on a consistent basis to ensure proper staffing, the best programming, and key promotional support necessary to maintain the highest standards and quality of preservation and presentation, for the education and enjoyment of all visitors.**

Respondents zeroed in on the belief that successful historic interpretation occurs when visitors make meaningful connections to actual people who lived on or passed through this site whether this happens through visitor center exhibits, encounters in the living history program, classroom participation, exploring the Mound, canoeing downriver, and/or listening to a podcast as they walk the Bartram trail. They want people to learn something and go away with a feeling of wonder and a desire to know more—and to return again because the experience was so unique and positive. This ultimately translates into a **renewed respect for and appreciation of the site, and continued preservation of this extraordinary place, in perpetuity.**

## Summary of Workshops

As part of the contract between the Alabama Historical Commission and HKW Assoc., Fort Toulouse-Fort Jackson Park master planning included a series of two workshops followed by one planning charette or ‘Vision’ workshop.

The Alabama Historical Commission provided a list of approximately twelve stakeholders from various regional interest groups to provide discussion in a round table setting. In addition to the stakeholders, the design team with representatives from HKW Associates and Ross Land Design were in attendance. Both workshops were conducted on the campus of the Alabama Historical Commission in Montgomery, AL.

Workshop #1 conducted on Nov.14, 2006, consisted of stakeholders with environmental and eco-tourism/Bartram interests with the following points discussed:

- Environmental planning/long term identification/preservation/archaeological resources
- Birding interests
- Bartram Trail interests
- Forever Wild interests/Camping
- Adjacent Crommelin property interests/US Army Corp of Engineers
- Current conditions of infrastructure/visitor numbers
- Image/staffing/volunteers/current park uses
- Marketing/Revenue
- Frontier Days expansion
- Native American history/Indian Affairs Commission

Workshop #2 conducted on Jan. 24, 2007, consisted of stakeholders with education and events/tourism interests with the following points discussed:

- Educational opportunities
- Educational grant funding
- Sustainable revenue
- Marketing to teachers/universities/local Chamber of Commerce
- Case studies for marketing/expansion/revenue
- Unify interest groups
- Weave together the varied interests of each group
- Corporate sponsorship/volunteer opportunities
- Event staging/park uses

The ‘Vision’ workshop was planned and conducted by Hilferty and Assoc. on April 17, 2007, as a conclusion to the information gathering process conducted previously in the two workshops. A list of invitees was provided by Mae Washington with the Alabama Historical Commission. Hilferty and Assoc. was provided all information from the previous workshops in addition to the narrative written by Greg Waselkov and Kathryn Braund. With the information, Hilferty organized the ‘Vision’ workshop to focus on the target audience, mission, and final message that the park should leave with future visitors.

The following points were discussed:

- Why does the park exist?
- What intentions with exhibits and public programs is the park trying to convey?
- Geographic origin/educational. Who is the target audience?
- Subject/What is the park about?
- Message/What does the park intend to say?
- Tone/What is the quality of the experiences in the park?
- Permanence of exhibits and level of interactivity
- Educational value and quality of visitor experience
- Overall concept/What is the big idea to be conveyed?

*State Curriculum (K-12 grades) educational opportunities for the Park Alabama Course of Studies: Science It is recommended that Park officials meet with education leaders annually to identify those programs which the Park can accommodate, and address the priorities identified by educators for the school year by grade level and subject area.*

## K-2

### Physical Science

- Relate a variety of sounds to their sources, including weather, animal, and transportation sounds
- Identify properties of motion, including change of position and change of speed
- Maps

### Earth and Space Science

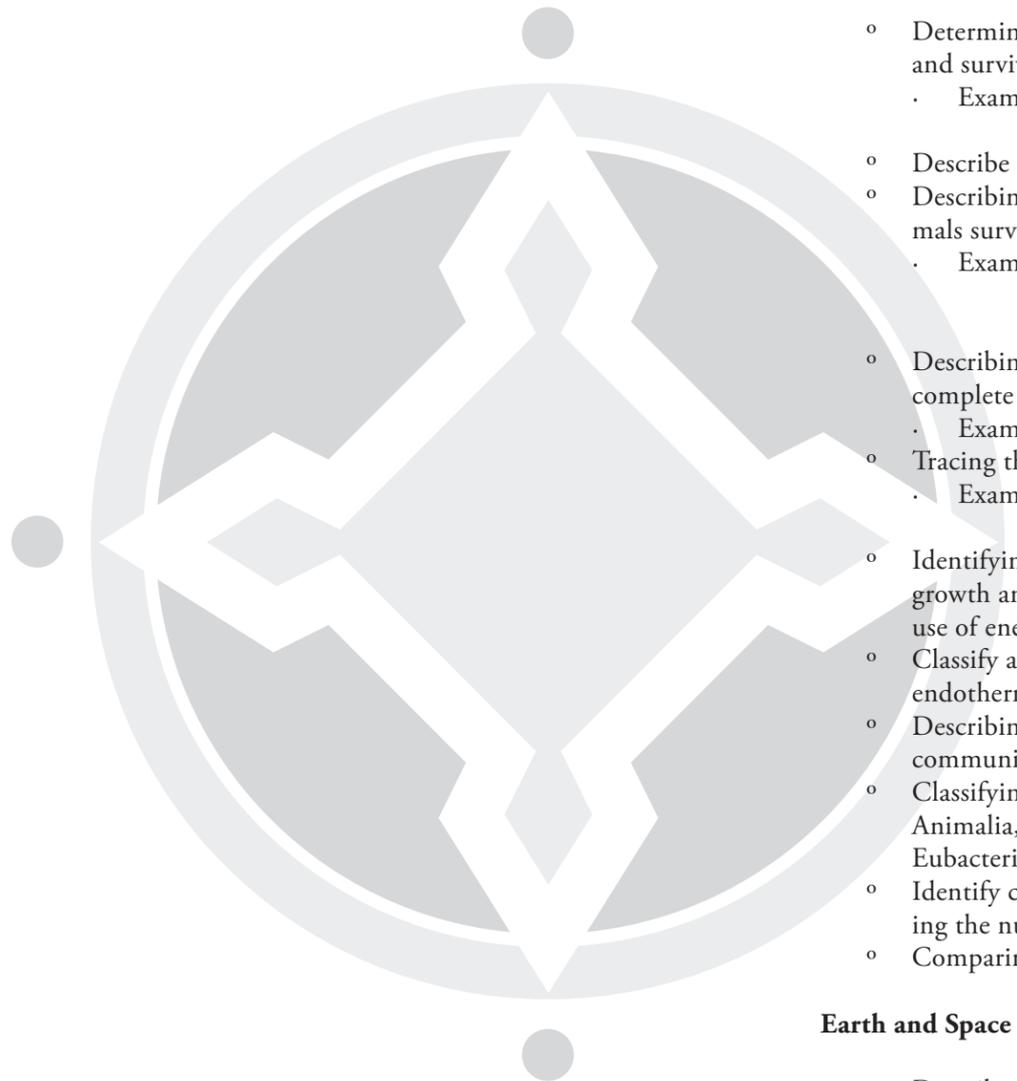
- Identify features of Earth as landmasses or bodies of water
- Identify seasons of the year
- Identify objects observed in the day sky with the unaided eye, including the sun, clouds, moon, and rainbows
- Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans
  - Identifying local landforms and bodies of water
  - Identifying components of soil, including sand, clay, and silt
- Identify evidence of erosion and weathering of rocks
- Life Science
- Describe survival traits of living things, including color, shape, size, texture, and covering
- Classifying plants and animals according to physical traits
  - Describing a variety of habitats and natural homes of animals
- Recognize evidence of animals that no longer exist
- Identify the relationship of structure to function in plants, including roots, stems, leaves, and flowers
- Identify characteristics of animals, including behavior, size, and body covering

## Grades 3-5

### Life Science

- Describe the life cycle of plants, including seed, seed germination, growth, and reproduction
  - Describing the role of plants in a food chain
  - Identifying plant and animal cells

- Describing how plants occupy space and use light, nutrients, water, and air
- Classifying plants according to their features
  - Examples: evergreen or deciduous, flowering or non-flowering
- Identifying helpful and harmful effects of plants
  - Examples: helpful—provide food, control erosion; harmful—cause allergic reactions, produce poisons
- Identifying how bees pollinate flowers
- Identifying photosynthesis as the method used by plants to produce food
- Identify how organisms are classified in the Animalia and Plantae kingdoms
- Describe how fossils provide evidence of prehistoric plant life
  - Example: plant fossils in coal or shale providing evidence of existence of prehistoric ferns
- Determine habitat conditions that support plant growth and survival
  - Examples: deserts support cacti, wetlands support ferns and mosses
- Describe the interdependence of plants and animals.
- Describing behaviors and body structures that help animals survive in particular habitats
  - Examples: behaviors—migration, hibernation, mimicry; body structures—quills, fangs, stingers, webbed feet
- Describing life cycles of various animals to include incomplete and complete metamorphosis
  - Examples: damsel fly, mealworms
- Tracing the flow of energy through a food chain
  - Example: producer, first-level consumer, second-level consumer, and third-level consumer
- Identifying characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to the environment
- Classify animals as vertebrates or invertebrates and as endotherms or ectotherms
- Describing the grouping of organisms into populations, communities, and ecosystems
- Classifying common organisms into kingdoms, including Animalia, Plantae, Protista, Fungi, Archaeobacteria, and Eubacteria
- Identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane



- Comparing unicellular and multicellular organisms  
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- Comparing unicellular and multicellular organisms

**Earth and Space Science**

- Describe Earth's layers, including inner and outer cores, mantle, and crust
- Classifying rocks and minerals by characteristics, including streak, color, hardness, magnetism, luster, and texture
- Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps
- Comparing plant and animal cells
- Describe the relationship of populations within a habitat

- to various communities and ecosystems
- Describing the relationship between food chains and food webs
- Describing symbiotic relationships

**Grades 6-8**

**Earth and Space Science**

- Describe Earth's biomes
  - Examples: aquatic biomes, grasslands, deserts, chaparrals, taigas, tundras
- Identifying geographic factors that cause diversity in flora and fauna, including elevation, location, and climate

**Life Science**

- Describe characteristics common to living things, including growth and development, reproduction, cellular organization, use of energy, exchange of gases, and response to the environment
  - Identifying homeostasis as the process by which an organism responds to its internal or external environment
  - Predicting how an organism's behavior impacts the environment
- Describe organisms in the six-kingdom classification system by their characteristics
  - Recognizing genus and species as components of a scientific name
  - Identifying contributions of Aristotle and Linnaeus to the early history of taxonomy
- Identify major differences between plants and animals, including internal structures, external structures, methods of locomotion, methods of reproduction, and stages of development
  - Describing the processes of photosynthesis and cellular respiration
- Describe evidence of species variation due to climate, changing landforms, interspecies interaction, and genetic mutation
  - Examples: fossil records over geologic time, rapid bacterial mutations due to environmental pressures
- Describe biotic and abiotic factors in the environment.
  - Examples: biotic—plants, animals; abiotic—climate, water, soil
- Classifying organisms as autotrophs or heterotrophs

- Arranging the sequence of energy flow in an ecosystem through food webs, food chains, and energy pyramids

**Grades 9-12****Biology Core**

- Differentiate between the previous five-kingdom and current six-kingdom classification systems
  - Sequencing taxa from most inclusive to least inclusive in the classification of living things
  - Identifying organisms using a dichotomous key
  - Identifying ways in which organisms from the Monera, Protista, and Fungi kingdoms are beneficial and harmful and Fungi kingdoms are beneficial and harmful
    - Examples: beneficial—decomposers, harmful—diseases
  - Justifying the grouping of viruses in a category separate from living things
  - Writing scientific names accurately by using binomial nomenclature
- Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.
  - Describing the histology of roots, stems, leaves, and flowers
  - Recognizing chemical and physical adaptations of plants
    - Examples: chemical—foul odor, bitter taste, toxicity; physical—spines, needles, broad leaves
- Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion
  - Examples: skeletal structure—vertebrates, invertebrates; fertilization—external, internal; reproduction—sexual, asexual; body symmetry—bilateral, radial, asymmetrical; body coverings—feathers, scales, fur; locomotion—cilia, flagella, pseudopodia
- Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation
  - Identifying ways in which the theory of evolution explains the nature and diversity of organisms
  - Describing natural selection, survival of the fittest, geographic isolation, and fossil record
- Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids
  - Describing the interdependence of biotic and abiotic fac-

tors in an ecosystem

- Examples: effects of humidity on stomata size, effects of dissolved oxygen on fish respiration
- Contrasting autotrophs and heterotrophs
- Describing the niche of decomposers
- Using the ten percent law to explain the decreasing availability of energy through the trophic levels
- Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen
  - Relating natural disasters, climate changes, nonnative species, and human activity to the dynamic equilibrium of ecosystems
    - Examples: natural disasters—habitat destruction resulting from tornadoes; climate changes—changes in migratory patterns of birds; nonnative species—exponential growth of kudzu and Zebra mussels due to absence of natural controls; human activity—habitat destruction resulting in reduction of biodiversity, conservation resulting in preservation of biodiversity
  - Describing the process of ecological succession
- Identify biomes based on environmental factors and native organisms
  - Example: tundra—permafrost, low humidity, lichens, polar bears
- Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem
  - Examples: density-dependent—disease, predator-prey relationships, availability of food and water; density-independent—natural disasters, climate
  - Discriminating among symbiotic relationships, including mutualism, commensalism, and parasitism

**AquaScience Elective Core**

- Differentiate among freshwater, brackish water, and saltwater ecosystems
  - Identifying chemical, geological, and physical features of aquatic ecosystems
- Relate geological and hydrological phenomena and fluid dynamics to aquatic systems
- Explain the importance of biogeochemical cycles in an aquatic environment
- Determine important properties and content of water as related to aquaculture
  - Examples: turbidity, pH, pollutants, dissolved oxygen, high specific heat, density, temperature



- Describing the influence of water quality on aquaculture
  - Examples: aquatic plant control, water quality management, recognition and correction of oxygen deficiency, pH control
- Identifying sources of aquatic pollution
  - Examples: point and nonpoint pollution, volcanic ash, waste disposal
- Describing methods of reclaiming waste water and polluted water
  - Examples: settling ponds; hydroponics; irrigation water; chemical additives; mechanical, biological, and chemical filtering systems
- Identify the genotype and phenotype for specific characteristics in aquatic animals resulting from selective breeding
  - Examples: disease-resistant fish, rapid maturation rates
  - Explaining the importance of anatomy and physiology in aquaculture
    - Examples: body systems, internal and external anatomy of a fish, basic structure of an oyster
- Describe adaptations that allow organisms to exist in specific aquatic environments
- Describe processes and environmental characteristics that affect growth rates of aquatic animals
  - Examples: reproductive habits, feeding habits, interdependence of organisms, overcrowding, seasonal changes
- Determine effects of the fishing industry on the aquatic environment
  - Examples: aquaculture, overfishing
  - Describing basic principles involved in fish production
  - Explaining various methods of pond preparation, predator control, and species management
  - Explaining harvesting techniques and methods of transporting fish to market
- Describe various structures and equipment used in growing aquacrops
  - Examples: open ponds, cages, raceways, tanks, silos
  - Determining the suitability of habitat construction for aquaculture
  - Identifying biological concerns in a recirculating or closed system
- Describe the control of disease and pests in aquatic environments
  - Examples: pathogenic microspecies, parasites, predators, trash fish

### Botany Elective Core

- Identify the twelve plant kingdom divisions
  - Classifying native Alabama plants using dichotomous keys
- Describe phylogenetic relationships between plants and other organisms
  - Classifying plants as vascular or nonvascular
  - Classifying seed-bearing and spore-bearing plants
  - Classifying plants as gymnosperms or angiosperms
  - Contrasting monocots and dicots
  - Describing mutualism among algae and fungi in lichens
- List plant adaptations required for life on land
  - Describing the alternation of generations in plants
  - Comparing characteristics of algae and plants
- Identify major types of plant tissues found in roots, stems, and leaves
  - Examples: parenchyma, sclerenchyma, collenchyma
- Identify types of roots, stems, and leaves
  - Examples: roots—tap, fibrous; stems—herbaceous, woody; leaves—simple, compound
- Explain the importance of soil type, texture, and nutrients to plant growth
  - Describing water and mineral absorption in plants
  - Analyzing the roles of capillarity and turgor pressure
- Explain plant cell processes, including light dependent and light independent reactions of photosynthesis, glycolysis, aerobic and anaerobic respiration, and transport
- Describe plant responses to various stimuli.
  - Identifying effects of hormones on plant growth
    - Examples: gibberellin, cytokinin, auxin
  - Differentiating among phototropism, gravitropism, and thigmotropism
- Identify life cycles of mosses, ferns, gymnosperms, and angiosperms
- Describe the structure and function of flower parts.
  - Describing seed germination, development, and dispersal
- Describe various natural and artificial methods of vegetative propagation
  - Examples: natural—stem runners, rhizomes, bulbs, tubers; artificial—cutting, grafting, layering
- Describe the ecological and economic importance of plants
  - Examples: ecological—algae-producing oxygen, bioremediation, soil preservation; economic—food, medication, timber, fossil fuels, clothing
  - Analyzing effects of human activity on the plant world

- Identify viral, fungal, and bacterial plant diseases and their effects
  - Examples: viral—tobacco mosaic, Rembrandt tulips; fungal—mildew, rust; bacterial—black rot

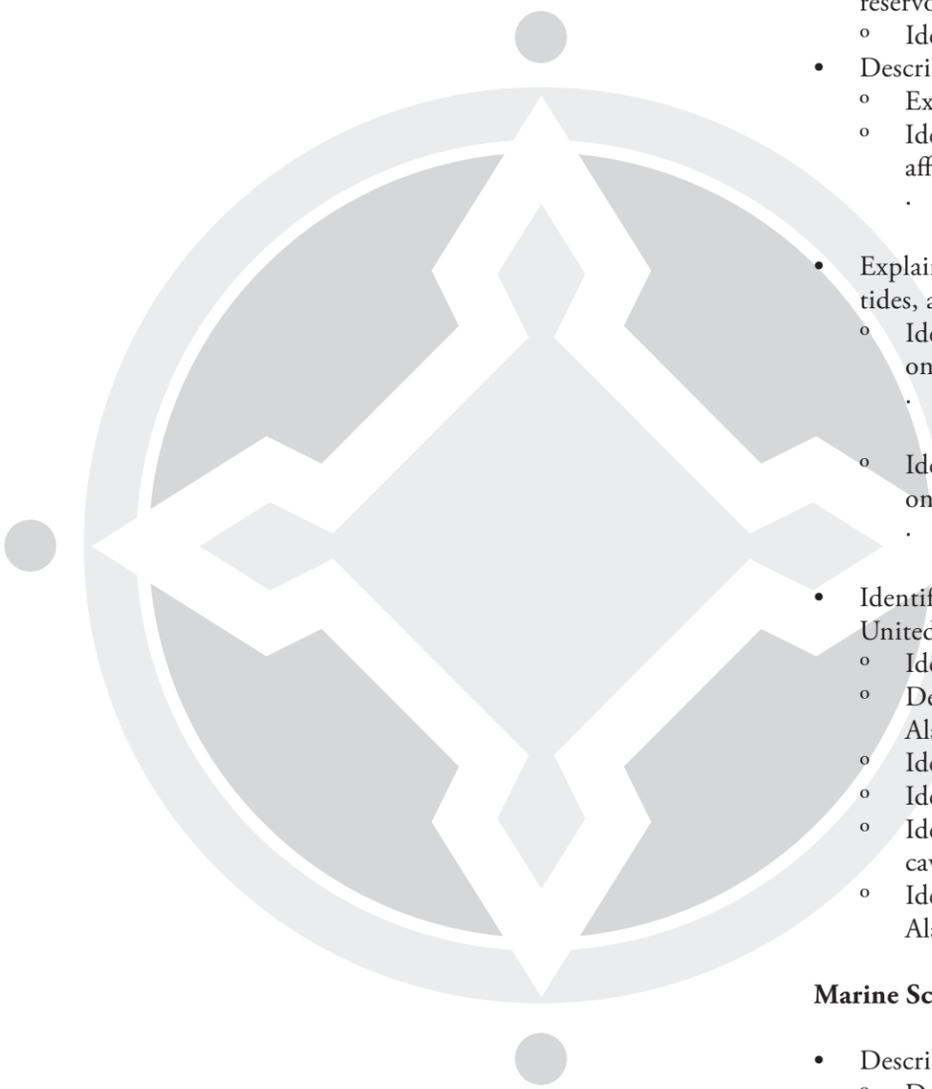
#### Environmental Science Elective Core

- Identify sources of local drinking water
  - Determining the quality of fresh water using chemical testing and bioassessment
  - Describing the use of chemicals and microorganisms in water treatment
  - Describing water conservation methods
  - Describing the process of underground water accumulation, including the formation of aquifers
  - Identifying major residential, industrial, and agricultural water consumers
  - Identifying principal uses of water
- Identify reasons coastal waters serve as an important resource
  - Examples: economic stability, biodiversity, recreation
  - Classifying biota of estuaries, marshes, tidal pools, wetlands, beaches, and inlets
  - Comparing components of marine water to components of inland bodies of water
- Identify major contaminants in water resulting from natural phenomena, homes, industry, and agriculture
  - Describing the eutrophication of water by industrial effluents and agricultural runoffs
  - Classifying sources of water pollution as point and non-point
- Describe land-use practices that promote sustainability and economic growth
  - Examples: no-till planting, crop rotation
  - Defining various types and sources of waste and their impact on the soil
    - Examples: types—biodegradable, nonbiodegradable, organic, radioactive, nonradioactive; sources—pesticides, herbicides
  - Identifying ways to manage waste, including composting, recycling, reusing, and reclaiming
- Describe the composition of soil profiles and soil samples of varying climates
  - Identifying various processes and activities that promote soil formation
    - Examples: weathering, decomposition, deposition
  - Relating particle size to soil texture and type of sand, silt,

- or clay
- Describe agents of erosion, including moving water, gravity, glaciers, and wind
  - Describing methods for preventing soil erosion
    - Examples: planting vegetation, constructing terraces, providing barriers
- Identify positive and negative effects of human activities on biodiversity
  - Identifying endangered and extinct species locally, regionally, and worldwide
  - Identifying causes for species extinction locally, regionally, and worldwide

#### Geology Elective Core

- Describe the topography of the sea floor and the continents
  - Describing the formation of continental shelves
  - Explaining changes of continental topography caused by erosion and uplift
    - Example: formation of southern Appalachian Mountains in Alabama
- Classify rocks as sedimentary, igneous, and metamorphic
  - Identifying characteristics of extrusive and intrusive igneous rocks
  - Describing mineral composition and chemical elements of rocks
  - Describing characteristics of clastic, organic, and chemical sedimentary rocks
  - Explaining texture and composition of rocks
- Explain the concept of geological time within the framework of the geologic time scale
  - Describing how sedimentary rocks provide a record of evolutionary change
  - Describing the role of fossils in determining the age of strata
  - Identifying geological time scales, including eon, era, period, and epoch
  - Identifying relative and absolute dating methods
- Describe processes of rock formation
  - Examples: cooling, deposition
  - Explaining factors that control texture and composition of rocks
    - Examples: formation depth, formation size, chemical composition
  - Describing processes of fossil formation
- Explain interactions among topography, climate, organic

- 
- activity, time, and parent material through which soils are created
  - Describe the movement and storage of water in terms of watersheds, rainfall, surface runoff, aquifers, and surface water reservoirs
    - Identifying major regional and national watersheds
  - Describe the formation and characteristics of river systems
    - Explaining the formation of alluvial fans
    - Identifying natural events and man-made structures that affect rivers
      - Examples: natural events—weather, construction of dams by beavers; man-made structures—levees, dams
  - Explain the interaction of the continuous processes of waves, tides, and winds with the coastal environment
    - Identifying the impact of periodic weather phenomena on coastal regions
      - Examples: hurricanes destroying sand dunes, El Niño or La Niña redefining shorelines
    - Identifying the positive and negative impact of humans on coastal regions
      - Examples: positive—shoreline protection, negative—buildings replacing protective dunes and barriers
  - Identify geological regions in Alabama and the southeastern United States
    - Identifying geological ages of Alabama rocks
    - Describing characteristics of geological regions within Alabama
    - Identifying earthquake zones in Alabama
    - Identifying types of rocks in Alabama
    - Identifying areas of Alabama that have sinkholes and caves
    - Identifying varying seasonal rainfall patterns throughout Alabama

#### Marine Science Elective Core

- Describe characteristics of marine plant and algae divisions.
  - Describing commercial, economical, and medicinal values of marine plants and algae
- Arrange various forms of marine life from most simple to most complex
  - Classifying marine organisms using binomial nomenclature
  - Identifying characteristics of ocean-drifting organisms
    - Examples: phytoplankton, zooplankton
  - Identifying characteristics of marine invertebrates

- Examples: Protozoa, Porifera, Coelenterata, Arthropoda
- Identifying characteristics of marine vertebrates
  - Examples: fishes, reptiles, birds, mammals
- Identifying characteristics of marine plants
  - Examples: algae, seaweed
- Describing adaptations in the marine environment
- Describe the anatomy and physiology of representative aquatic organisms
  - Identifying different aquatic species using dichotomous keys
- Describe positive and negative effects of human influence on marine environments
  - Examples: positive—reef restoration, protection of endangered species; negative—pollution, overfishing
- Use taxonomic groupings to differentiate the structure and physiology of invertebrates with dichotomous keys
  - Identifying examples and characteristics of Porifera
  - Identifying examples and characteristics of Cnidaria
  - Identifying examples and characteristics of Mollusca
  - Identifying examples and characteristics of worms, including Platyhelminthes, Nematoda, and Annelida
  - Identifying examples, characteristics, and life cycles of Arthropoda
  - Identifying examples and characteristics of Echinodermata

#### Zoology Elective Core

- Use taxonomic groupings to differentiate structure and physiology of vertebrates with dichotomous keys
  - Identifying examples and characteristics of the three classes of fish
  - Identifying examples and characteristics of Amphibia
  - Identifying examples and characteristics of Reptilia
  - Identifying examples and characteristics of Aves
  - Identifying examples and characteristics of Mammalia
- Identify factors used to distinguish species, including behavioral differences and reproductive isolation
- Explain how species adapt to changing environments to enhance survival and reproductive success, including changes in structure, behavior, or physiology
  - Examples: aestivation, thicker fur, diurnal activity
- Differentiate among organisms that are threatened, endangered, and extinct
  - Examples: threatened—bald eagle, endangered—



- California condor, extinct—dodo
- Identifying causative factors of decreasing population size
  - Examples: overcrowding resulting in greater incidence of disease, fire destroying habitat and food sources
- Analyze a field study of animal behavior patterns to determine the relationship of these patterns to an animal's niche

*State Curriculum (K-12 grades) educational opportunities for the Park Alabama Course of Studies: Social Studies It is recommended that Park officials meet with education leaders annually to identify those programs which the Park can accommodate, and address the priorities identified by educators for the school year by grade level and subject area.*

## K-2

### Exploring our Community and our State

- Describe ways people celebrate their diverse cultural heritages
  - Examples: literature, language, games, songs, dances, holidays
- Describe how primary sources serve as historical records of families and communities
- Identify historical events and celebrations in communities and cities throughout Alabama
- Label human-made and natural resources in Alabama.
- Identify how occupational and recreational opportunities in Alabama and local communities are affected by the physical environment
- Identify traditions of a variety of cultures in Alabama and local communities
  - Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender

### Exploring Our Nation and World: People and Places

- Compare features of modern-day living to those of the past
- Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals
- Discuss historical and current events within the state and the nation that are recorded in a variety of resources
- Identify human-made and natural resources in the world
- Describe ways people throughout the world are affected by their geographic environments
  - Examples: land use, housing, occupations

## Grades 3-4

### People, Places, and Regions: Geographic Studies

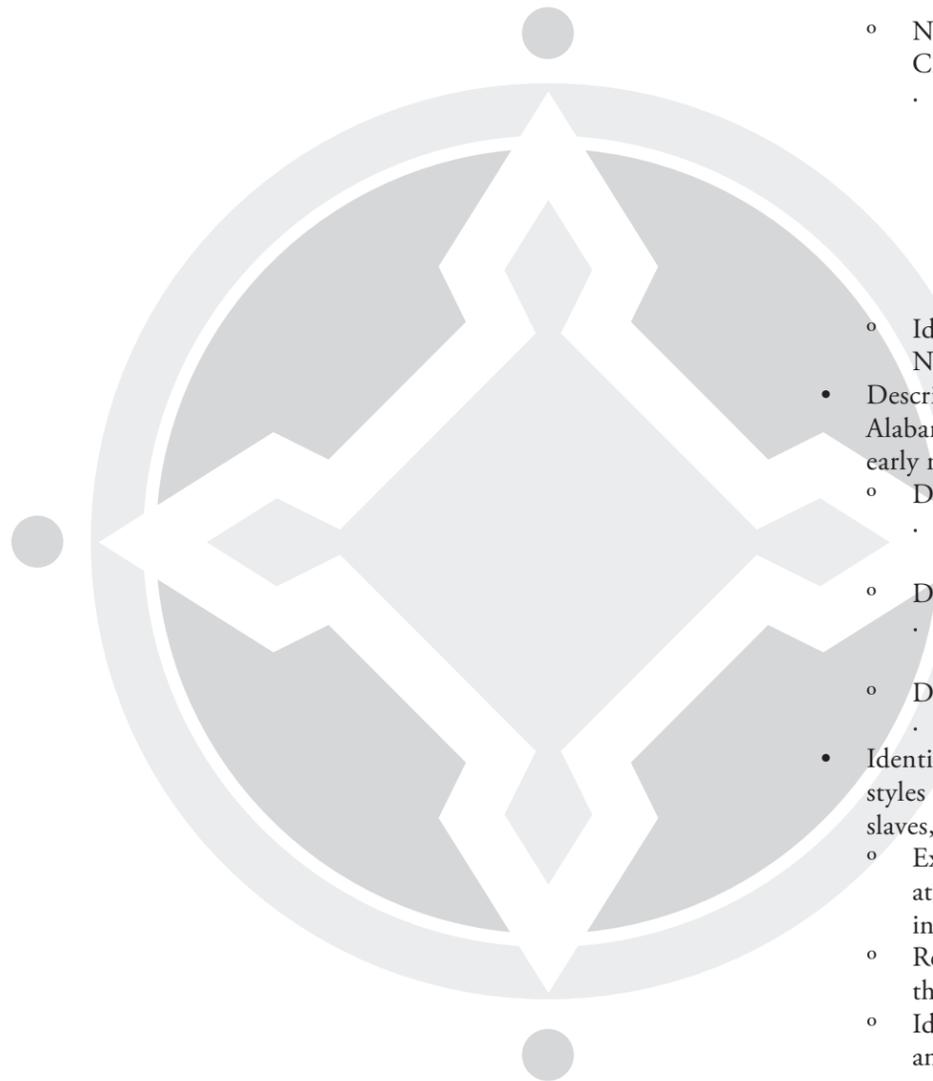
- Identify components of various ecosystems
- Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas
- Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states

#### **Example: Tombigbee River# Locating the five geographic regions of Alabama**

- Comparing laws that pertain to citizens of the United States, including pollution laws, highway speed limit laws, seat belt laws, and interstate trade laws # Identify significant historical sites in Alabama, including locations of civil rights activities

### Alabama Studies

- Identify historical and current economic, political, and geographic information about Alabama on thematic maps
  - Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.
    - Examples: prehistoric Native Americans—Paleo-Indian, Archaic, Woodland, Mississippian; historic Native Americans—Choctaw, Chickasaw, Cherokee, Creek
  - Identifying locations of prehistoric and historic Native Americans in Alabama
  - Describing types of prehistoric life in Alabama
    - Examples: plants, animals, people
  - Identifying roles of archaeologists and paleontologists
- List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native American populations in Alabama
  - Locating European settlements in early Alabama
  - Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840
    - Examples: differing beliefs regarding land ownership, religious differences, cultural differences, broken treaties
  - Identifying main causes, key people, and historical documents of the American Revolution and the new nation



- Examples: main causes—taxation, lack of representation, distrust of centralized power; key people—George Washington, Thomas Jefferson, Benjamin Franklin; historical documents—Declaration of Independence, Constitution of the United States
- Naming social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama
  - Examples: social—adoption of European culture by Native Americans, opening of Alabama land for settlement; political—breaking of power of Native Americans, labeling of Andrew Jackson as a hero and propelling him toward presidency; economic—acquisition of tribal land in Alabama by the United States
- Identifying the impact of the Trail of Tears on Alabama’s Native Americans
- Describe the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century
  - Describing natural resources of Alabama
    - Examples: water, trees, coal, iron, limestone, petroleum, natural gas, soil
  - Describing the natural environment of Alabama
    - Examples: wildlife, vegetation, climate, bodies of water
  - Describing human environments created by settlement
    - Examples: housing, roads, place names
- Identify cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople
  - Examples: cultural—housing, education, religion, recreation; economic—transportation, livelihood; political—inequity of legal codes
  - Recognizing the impact of slavery on Alabama during the early nineteenth century
  - Identifying major areas of agricultural production using an Alabama map
    - Example: cotton raised in the Black Belt and fertile river valleys
- Identify reasons for Alabama’s secession from the Union, including sectionalism, slavery, state rights, and economic disagreements
- Explain Alabama’s role in and economic support of the Civil War
- Describe political, social, and economic conditions in Alabama during Reconstruction

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of populism
- Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state Heritage
  - Examples: folklore, folk art, vernacular architecture
- Explain effects of the events of the 1920s and the Great Depression on different socioeconomic groups
- Describe the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the twentieth century

**Grades 5 & 6**

**Grade 5**

- Locate physical features that impacted the exploration and settlement of the Americas
- Compare major Native American cultures in respect to geographic region, natural resources;
  - Examples: Southeast, Northeast, Southwest, Pacific Northwest, Plains
  - Locating Native American groups by geographic region
- Describe the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies
  - Identifying major leaders, economic impact, and social changes in colonial society
    - Examples: major leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe
- Economic impact—tobacco and cotton crops as mainstays of economy.
- Social changes—effects of establishment of House of Burgesses on colonial society
  - Identifying reasons for the French and Indian War
  - Describing the impact of the French and Indian War on the settlement of the colonies
  - Identifying geographic features, landforms, and differences in climates among the colonies
  - Describing emerging colonial governments
    - Examples: representative government, town meetings, role of laws
  - Describing the development of the emerging labor force

- in the colonies
  - Examples: slaves, indentured servants
- Identifying on a map changes in North American boundaries as a result of the French and Indian War
- Explain causes of and major events occurring during the War of 1812
  - Examples: causes—impressment, territorial disputes; events—burning of Washington, D.C.; creation of War Hawks; composition of “Star-Spangled Banner”; Battle of Horseshoe Bend; Battle of New Orleans
  - Locating on a map major areas of conflict in the War of 1812, including Washington, D.C.

**Grades 7 – 9****Grade 7****Geography**

- Analyze regional characteristics for factors that contribute to change and for their relative importance
  - Examples: economic development, accessibility, migration, media image, technological developments
- Using field observations, maps, and other tools to identify and compare physical characteristics of places
  - Examples: soils, vegetation, climate
- Comparing physical and human characteristics of various places using observational data and geographic resources
- Comparing how ecosystems vary from place to place and over time
  - Examples: place to place—differences in soils, climates, and topography; over time—destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forests and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts
- Describe problems involved in balancing the impact of human habitation on the environment and the need for natural resources essential for sustaining human life
  - Assessing differing attitudes of people regarding the use and misuse of resources
  - Predicting the future spatial organization of Earth if present conditions and patterns of consumption, problem-solving innovations, production, and rates of population growth and decline continue

- Applying a problem-solving model to a geographic issue, including the development of sound arguments for specific actions on the issue
  - Examples: building a dam and reservoir, constructing a revitalized downtown area, choosing the site of a new landfill

**Grades 10 -12****Grade 10****US History**

- Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans
  - Contrasting European motives for establishing colonies
    - Examples: religious persecution, poverty, oppression
  - Tracing the course of the Columbian Exchange
  - Explaining how the institution of slavery developed in the colonies
  - Describing conflicts among Europeans that occurred regarding the colonies
  - Explaining how mercantilism was a motive for colonization
- Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine
- Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe
  - Relating events in Alabama from 1781 to 1823 to those of the developing nation
    - Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War
- Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision
  - Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861
    - Examples: participation in slavery, secession, Indian Wars, reliance on cotton

# Media Contact List



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AAA  
 About Town  
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 Alabama Gardener  
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 Alabama Messenger  
 Alabama Messenger  
 Alabama Baptist (The)  
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 Alexander City Outlook  
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 Shelby County Reporter  
 Shelby County Reporter  
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## Consultants

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### **HKW Associates**

Overall responsibility for master planning, site planning, workshop development/planning and implementation, owner contact/team communication, program development, budget and phasing plan, graphics, sketches, design, layout and production of final deliverables.

### **Dr. Greg Waselkov / Dr. Kathryn Braund**

Compilation of information on historical and archaeological resources within the park, development of archaeological and historical interpretation of the park (for use in the interpretive plan,) development of CAD drawing compiling site information into digital form, outline of the park's historical chronology, and the identification of key interpretive goals, identification of the current and future infrastructure needs regarding the park's archaeological collection.

Midway through the master planning process, Waselkov was appointed by Governor Riley to the Alabama Historical Commission as a commissioner in December 2006, and consequently, on the advice of the Alabama Ethics Commission attorney, has recused himself from any discussion with other AHC commissioners about the master plan and has not voted on any aspect of the master plan.

### **Ross Land Design**

Environmental planning, sustainable site design development and criteria, development of CAD drawing compiling site information into digital form, analysis of topography, drainage, open space, existing vegetation, identification of ecosystems and constraints, significant landscape features. Studies of existing access, traffic patterns (vehicular and pedestrian), ecosystem identification and constraints.

### **Hilferty & Associates**

Development of conceptual interpretive plan, planning charette.

### **Brandenburg Marketing**

Development of strategic marketing/media plan, public relations strategy, market awareness objectives, identification of collateral materials needed.