

Cultural Resource Interpretation

October 7-11, 2019

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: September 11, 2019

To: Supervisor

From: Debbie L. Fredricks, Chief
Training Section
California State Parks

Subject: Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Ensure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work. You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace.
3. Support the employee's use of the training at the work place.

Three Months Following Training

1. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Debbie L. Fredericks
Training Section Chief

Attachment
cc: Participant

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***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING SECTION STAFF

Debbie L. Fredricks..... Training Section Chief
Ann D. Slaughter Mott Training Center Manager
Eric Marks..... Leadership and Development Manager
Jack FutoranEMS and LFG Training Coordinator
Jeff Beach..... Training Consultant
Joel Dinnauer..... Training Consultant
Sara M. Skinner..... Training Consultant
Robert Waller..... Training Consultant
Vernon Reyes..... Instructional Designer
Jason Smith..... Academy Coordinator
Jeremy Alling..... Cadet Training Officer
Matt Cardinet..... Cadet Training Officer
Lisa Anthony..... Program Coordinator
Edith Alhambra..... Assistant Program Coordinator
Samantha Guida..... Assistant Program Coordinator
Ricky Roldan..... Assistant Program Coordinator
Pamela Yaeger..... Assistant Program Coordinator

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District Superintendent).

Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

The cost of your travel (airfare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 11:00 a.m. on the date of departure. The Department provides your room and board expenses at Deer Haven Inn only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Advise the Training Consultant no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in housing. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed. Quiet hour is 10:00 p.m.
5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Consultant assigned to the course at least 2 weeks prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than two weeks' notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Meals provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, contact the Training Consultant Sara M. Skinner to request the Asilomar Dietary Restriction form no later than two weeks prior to the course start date. The Training Consultant will forward the form to the appropriate Asilomar Conference Grounds staff.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Contact either Asilomar staff upon check-in, or Mott Training Center staff upon your arrival, for instructions on arranging a transport.

7. SMOKING: Smoking not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.

8. **TRAINING CENTER:** The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire. All lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee; you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
9. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, proceed directly to the front desk at the Asilomar Administration Building for your dining room tickets. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
10. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
11. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Consultant and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.).

Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
12. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
13. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Consultant.

14. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**
15. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.
16. COFFEE BREAK REFRESHMENTS: Available throughout each session. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in preparation for your formal training session at the Mott Training Center, the following checklist is provided:

- _____ 1. Read and understand the Cultural Resource Interpretation syllabus prior to your arrival.
- _____ 2. Check you have completed the Pre-Training Assignment beginning on page 7 of this syllabus and be prepared to participate in an exercise using it on Monday morning.
- _____ 3. For the *Fandango* event on Thursday evening:

We coordinate with Monterey State Historic Park for use of appropriate men's and women's clothing for the *Fandango*. Notify Sara M. Skinner by September 25th at sara.skinner@parks.ca.gov to let her know:

- A. If you have access to 1830-1850s early California period clothing that is appropriate to wear to the *Fandango* and can bring the items with you.
- B. If you can bring some of the following suggested options that we can augment with period clothing:
 - a. Men – black or dark navy pants, a white dress shirt, and black shoes (loafer/boot type shoes not tennis/athletic shoes)
 - b. Women – a white peasant type blouse and black shoes (slip on ballet style shoes, not tennis/athletic shoes)
 - c. Socks/stockings/tights: opaque white (solid, no prints or pattern)
 - d. Hair: bring elastic-type bands and bobby pins matching the color of your hair (not scrunchies or banana clips) so we can assist with hairstyles. If you have bangs, bring styling gel to hold them back.
 - e. Short hair: a black scarf (solid, no prints or pattern) large enough to tie turban style or bring a fake hair piece that can be braided or twisted into a bun. If your hair is long enough to be pulled back, another option is a donut-bun ring available on Amazon or at Target.
 - f. Jewelry: small plain hoops, gold or silver, no larger than one inch diameter; a simple cross on a chain or on a narrow black velvet ribbon.
- C. If you do not have access to appropriate period clothing or suggested options, submit your honest sizes by September 25th to Sara M. Skinner.

PROGRAM ATTENDANCE CHECKLIST

To learn more about appropriate attire for a *Fandango* access suggestions by viewing the following resources:

- <http://www.petalumaadobe.com/educational/costumeS.pdf>
- Rickman, David. Sutter's Fort State Historic Park Costume Manual-A Guide to Clothing Worn in California and the Far West, CA 1845
- Monterey State Historic Park Volunteer Training Manual, Period Clothing Section

_____ 4. Bring the following to training:

- Training syllabus
- Uniforms are not required.
- Pre-training assignment
- Coffee cup
- Period attire for the *Fandango* (or make arrangements with Sara M. Skinner)

Any questions or assistance, contact Training Consultant Sara M. Skinner at (831) 649-2961 or Sara.Skinner@parks.ca.gov.

PRE-TRAINING ASSIGNMENT

For your pre-training assignment the instructors would like you to do a simple and very short biographical research project. Select one historic person associated with your site. Using your unit records and local library answer the following questions:

Vital Statistics

Name:

Date of birth:

Place of birth:

Date of death:

Place of death:

Gender:

Male

Female

Ethnic background:

Religion:

Married:

Yes

No

Children: How many?

Personality:

Nickname(s):

Level of education:

Work History

Training:

Jobs:

Trade(s):

Profession(s):

Association with Historic Site

How did they get there?

What did they do there?

Why did they leave?

Outline one **anecdote** relating to your character and your site

An Image of your Person

Create an 8-1/2" x 11" image of the person you have chosen. This can be a photocopy of a painting, photo, or drawing. If no image exists draw what you think your character would have looked like or copy an 8-1/2" x 11" image of someone in the time period that fits your idea of your character.

Create a Persona

If the data available for your person is very sparse, create a persona based upon known facts of the time period for your site. The example included with this pre-training assignment is of a cooper who worked at Sutter's Fort. He is mentioned by name in one of Sutter's letters and his craft is mentioned in the daily log.

☞ Bring your short biographies and images with you and be prepared to participate in exercises during the first sessions on Monday morning.

EXAMPLE

Vital Statistics

Name:	Jackson
Date of birth:	1803
Place of birth:	Boston, MA
Date of death:	1862
Place of death:	Stockton, CA
Gender:	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Ethnic background:	African-American/English
Religion:	Protestant
Married:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Children: How many?	1 boy, 3 girls
Personality:	Congenial
Nickname(s):	None
Level of education:	Literate
Age when associated with site:	42

Work History

Training:	Trained as cooper through apprenticeship
Jobs:	Worked as laborer, sailor, soldier, farmer
Trade(s):	Carpentry, cooperage, wagon repair, farming, animal husbandry
Profession(s):	Employed as a cooper and soldier at Sutter's Fort

Association with Historic Site

How did they get there?	Probably arrived by water route as a free man
What did they do there?	Probably worked at Sutter's Fort from 1845 to 1848. Probably employed making barrels for the shipping of salmon and biscuits to the whaling fleets in Hawaii. Sutter mentions the making of over 1,000 barrels a year during this time.
Why did they leave?	Probably left the fort to go to the mines in the early stages of the Gold Rush.

Anecdote

Jackson probably leading the army out of the fort playing fife or drum.



POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should discuss the impact and assess the effectiveness this program has had on the employee.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the employee, supervisor, and Training Section in providing a return on the training investment to the Department.

CULTURAL RESOURCE INTERPRETATION GROUP 10 AGENDA

October 7-11, 2019

Monday

October 7

0800-0815	Orientation	Skinner
0815-0900	Program Overview	Mendez
0900-1000	Team Building	Mendez
1000-1200	K-12 Education and California History in the 21 st Century in the 21 st Century	Gates/Ortloff
1200-1300	Lunch	
1300-1400	Exploring our Cultural Heritage	Tejada
1400-1500	Interpreting Native California Indians	Orona
1500-1600	Engaging Park Visitors through Cultural Resources Interpretation	Yankee
1600-1700	Inspirational Presentation	Yamane

Tuesday

October 8

0800-0900	Environmental Living and Studies Programs	Skinner
0900-1100	Field Trips and School Curriculum	Morgan
1100-1200	Writing and Presenting Guided Tours: Part I	Gates
1200-1300	Lunch	
1300-1400	Writing and Presenting Guided Tours: Part II	Gates
1400-1600	ADA: The Printed Word to Special Events	Stora
1600-1700	Missionization Activity	Tucker

Wednesday

October 9

0800-0900	Interpretation Planning for Your Park	Mendez
0900-1100	Topics, Concepts and Themes	Tucker
1100-1200	Your Story – Creating a Theme for Your Park	Tucker
1200-1300	Lunch	
1300-1500	A Picture is Worth a Thousand Words	Jorae
1500-1700	Bringing Your Historic Site into the 21 st Century: Estudillo Adobe Case Study	Beery

CULTURAL RESOURCE INTERPRETATION GROUP 10 AGENDA

October 7-11, 2019

Thursday

October 10

1300-1400	What Do We Value?	Tucker
1400-1500	1 st Person versus 3 rd Person Interpretation: How Do You Choose?	Beery/Koch
1500-1600	Why Period Attire?	Beery/Koch/ Tucker
1600-1700	I Need A New Outfit – Now What?	Bradford
1700-1800	Fandango Clothing, Hairstyles and Mannerisms	All
1800-1900	Dinner	
1900-2200	¡Fandango!	All

Friday

October 11

0800-0830	ETMS	Skinner
0830-0900	Fandango Summary	Tucker
0900-0930	What is a Good Program?	Beery/Koch
0930-1030	Team Activity: What? So What? Now What?	Mendez
1030-1130	Annie's Dress	Tucker
1130-1200	Evaluation	Skinner

CULTURAL RESOURCE INTERPRETATION GROUP 10

Program Outline

<u>Orientation/Program Overview/Team Building</u>	2.0
<u>Interpreting Cultural Resources</u>	5.0
K-12 Education and California History in the 21 st Century	
Exploring our Cultural Heritage	
Interpreting Native California Indians	
Engaging Park Visitors through Cultural Resources Interpretation	
<u>Inform, Entertain, and Enlighten</u>	1.0
Inspirational Presentation	
<u>Walking the Talk</u>	7.0
Environmental Living and Studies Programs	
Field Trips and School Curriculum	
Writing and Presenting Guided Tours	
ADA: The Printed Word to Special Events	
<u>Interpretation Boot Camp</u>	4.0
Interpretation Planning for your Park	
Topics, Concepts and Themes	
Your Story – Creating a Theme for your Park	
<u>Exhibits – The Presentation of Ideas</u>	4.0
A Picture is Worth a Thousand Words	
Bringing your Historic Site into the 21 st Century: Estudillo Adobe Case Study	
<u>Clothes Make the Man (Woman, Child, etc.)</u>	4.0
First Person versus Third Person Interpretation	
Why Period Attire?	
I Need a New Outfit – Now What?	
Fandango Clothing, Hairstyles, and Mannerisms	
<u>What I do, I Remember</u>	8.0
Missionization Activity	
What Do We Value?	
Fandango	
Fandango Summary	
What? So What? Now What?	
What is a Good Program?	
Annie's Dress	
<u>ETMS/Conclusion/Evaluation</u>	1.0
TOTAL HOURS	36.0

CULTURAL RESOURCE INTERPRETATION GROUP 10

Program Purpose and Performance Objectives

ORIENTATION/PROGRAM OVERVIEW/TEAM BUILDING

Purpose: Presenters will emphasize the goals of the weeklong training session, which are thinking thematically and gaining skills that can be immediately put into practice at their park. Through a series of activities (which can be duplicated back at the park), the class will be divided into three large work groups and six small work groups. These work groups will be used throughout the week.

Performance Objectives: By the close of the session the participants will

1. Identify the class goals.
2. List the group organizing strategies.

INTERPRETING CULTURAL RESOURCES

K-12 Education and California History in the 21st Century

Purpose: There are currently over 6 million in California's K-12 public education system – one of the highest in the nation. Recent updates to the state's Common Core Content Standards and evolving education pedagogy are providing new pathways to engage students and teachers with California's history. Journey with Interpretation and Education Division Staff as we explore how digital engagement opportunities are connecting more classrooms with California State Park resources.

Performance Objectives: By the close of the session the participants will

1. Describe the California history resources that California State Parks is bringing to K-12 classrooms.
2. Recognize how digital and blended access is used in cultural resource interpretation.
3. Discuss opportunities for increasing digital access to their park's cultural resources.

Exploring our Cultural Heritage; Interpreting Native California Indians; Engaging Park Visitors through Cultural Resources Interpretation

Purpose: Increase participant's knowledge of cultural resources and provide them with practical tools so that they may more fully interpret cultural/historic sites and facilitate the visitor's experience of them.

Performance Objectives: By the close of the session the participants will

1. Identify the four general types of cultural landscapes.
2. Demonstrate how archaeology helps us understand the past.
3. Describe how to use cultural resource surveys, studies, and reports to facilitate preservation, revitalization and interpretation of a cultural/historic site.
4. Identify where to locate appropriate references for researching cultural resources.
5. Describe the state's diverse Native California Indian groups.
6. Recognize the Department's special responsibility as a steward of many sites of cultural significance to living Native peoples of California.
7. Explain the roles of the District Tribal Liaison and the Tribal Affairs Program Manager in implementing the Department's Native American Consultation Policy.
8. Examine what is meant by Native voice and how formal consultation is required when presenting the story of Native California Indian people in the Native voice.
9. Describe interpretive program and special event opportunities for the public to learn about historical and contemporary California Indian culture.
10. Discuss the range of historic sites, architectural heritage, and historic objects in California State Parks.
11. Observe how interpretation can enhance visitor understanding of cultural resources.

INFORM, ENTERTAIN, AND ENLIGHTEN

Inspirational Presentation

Purpose: A guest speaker will provide an inspirational presentation to broaden the participants' understanding of cultural resources interpretation within the historical/cultural sites community. This talk will help begin the week's training on a positive note and set the tone for high achievement.

Performance Objectives: By the close of the session the participants will

1. Begin the week-long course with renewed enthusiasm for interpreting cultural resources in their parks.

WALKING THE TALK

Environmental Living and Studies Programs; Field Trips and School Curriculum

Purpose: Our Department sponsors many overnight cultural interpretive programs (Environmental Living Programs) which provide highly enriched curriculum. These events have such an impact on children that they often fondly remember them twenty years later. Successful ELP programs are based upon detailed organization and well managed communication between staff and the school.

Performance Objectives: By the close of the session the participants will

1. Identify the organization of an ELP and an ESP.
2. Describe how to develop an ELP, ESP or similar program at their unit.
3. Identify the level of period dress desired.
4. Describe how to incorporate the Academic Content Standards and school curriculum when preparing for school field trips.
5. Identify ways to involve parents in field trip planning.
6. List interpretive demonstration techniques and hand-held objects appropriate for school groups.

Writing and Presenting Guided Tours

Purpose: Guided tours constitute a large part of the Department's interpretive effort. Writing a tour is quite different from writing a narrative and giving a tour combines the talents of historian and performer. This session will investigate both aspects of this interpretive form.

Performance Objectives: By the close of the session the participants will

1. Identify basic techniques in writing a tour.
2. Identify the fine line between making a tour interesting and being an entertainer.
3. Discuss the importance of delivering historic truth.

ADA: The Printed Word to Special Events

Purpose: The Americans with Disabilities Act (ADA) requires that public facilities and programs be accessible. Understanding our Department's accessibility guidelines will help us provide interpretive programs that meet the various needs of the public we serve.

Performance Objectives: By the close of the session the participants will

1. Identify the Department policies, guidelines, and resources to meet accessibility requirements in California State Parks.
2. Describe how to meet accessibility guidelines when planning and presenting interpretive programs.
3. List three ways to meet accessibility requirements for interpretive programs in their park.

INTERPRETATION BOOT CAMP

Interpretation Planning for your Park

Purpose: Interpretation planning gives focus and direction to the development of park facilities and activities. This session will provide an overview of the types of interpretation planning in California State Parks.

Performance Objectives: By the close of the session the participants will

1. Describe the importance and relevance of interpretation planning.
2. Identify the types of interpretation plans in California State Parks.
3. List the basic elements of interpretation planning.
4. Describe Departmental policies, procedures, and resources for planning interpretive projects.
5. Understand how Department databases such as the Park Infrastructure Database (PID), CAMP (Computerized Asset Management Program), and The Museum System (TMS) can be used in the interpretation planning process.

Topics, Concepts and Themes; Your Story – Creating a Theme for your Park

Purpose: Using graphic organizers, the class will manipulate topics, concepts, themes, and greater ideas. Working in groups they will explore various aspects of their parks and create thematic interpretation that will satisfy their customer's needs and the Department's requirements.

Performance Objectives: By the close of the session the participants will

1. Identify simple topics, concepts and themes.
2. Create a theme for their park.

3. Work in a group situation that will enhance their individual efforts.
4. List ways to think thematically.

EXHIBITS...THE PRESENTATION OF IDEAS...

A Picture is Worth a Thousand Words

Purpose: A good image can make a big difference in developing and designing publications, exhibits, and other interpretive programs. They are also an essential part of the cultural resource research tool kit. This session will provide a visual journey of historic and contemporary cultural resource images from our Department's Photographic Archives.

Performance Objectives: By the close of the session the participants will

1. Discover the array of images in the California State Parks Photographic Archives and The Museum System – or TMS – database.
2. Identify how the Media Consent Form can provide your park with a greater pool of contemporary images to promote and enhance your interpretive programs.
3. Demonstrate some basic tips to taking better photographs for your park.

Bringing your Historic Site into the 21st Century: Estudillo Adobe Case Study

Purpose: Most of our public visitors do not see a demonstration, do not participate in a simulation, do not receive a guided tour, and do not stay overnight in a cultural setting. They get most of the cultural interpretation through a static exhibit. This session concentrates on how to get your story across using objects, words, and images.

Performance Objectives: By the close of the session the participants will

1. Identify the diverse media used in exhibits.
2. Observe how text, graphics, and artifacts can be used to create memorable messages.
3. Demonstrate how to use text on interpretive panels efficiently.
4. Define the importance of cultural resource protection in the exhibit planning process.
5. Observe the roles of exhibit team members.
6. Describe what makes a good exhibit.

CLOTHES MAKE THE MAN (WOMAN, CHILD, ETC.)

First Person vs. Third Person Interpretation: How Do You Choose?; Why Period Attire?; I Need a New Outfit – Now What?; Fandango Clothing, Hairstyles, and Mannerisms

Purpose: Costumed interpretation offers a heightened experience for the visitor. This session will discuss period clothing for guides, demonstrators, and living historians. The elements of correct research and historic accuracy will be combined with sources for materials and patterns. How to present oneself when in costume will be explored. First and third person interpretation will be analyzed.

Performance Objectives: By the close of the session the participants will

1. Practice basic living history research and identify where to locate information appropriate to their park.
2. Identify depth of research needed for their programs.
3. Determine which voice will be appropriate for any given program.
4. Identify a period costume to wear to the evening's Fandango.
5. Demonstrate basic hairstyles and mannerisms appropriate to the period attire they will be wearing to the Fandango.

WHAT I DO, I REMEMBER...

Missionization Activity; What Do We Value?; ¡Fandango!; What is a Good Program?; Annie's Dress

Purpose: For those visitors fortunate enough to encounter a hands-on experience the interpretation presented can affect them for a lifetime. Well-presented demonstrations, simulations, and hands-on objects can satisfy all the interpretive principles through physical engagement. These sessions will present models for simple, yet proven effective techniques.

Performance Objectives: By the close of the session the participants will

1. Discuss the concept of "historical empathy".
2. Discuss how to engage visitors using hands-on objects.
3. Observe how costume enhances interpretation.
4. Evaluate an interpretive program.
5. Identify the potential that lives within a single object.

