

INTERPRETIVE SKILLS II

LESSON PLAN: 7

SESSION TITLE: Temporary and Traveling Exhibits

SESSION LENGTH: 2 Hours

PREPARED BY: G. Bruff (1/92)

OBJECTIVES: At the end of this session, participants will be able to:

- 1)List 5 applications of temporary or traveling exhibits and their respective audiences/viewers.
- 2)Describe 3 types of temporary or traveling exhibits fabricated in-house or commercially available.
- 3)List 4 "do's and don't's" of accepted temporary or traveling exhibit maintenance.
List 4 "do's and don't's" of exhibit shipping practices.
- 4)Describe 5 elements of traveling or temporary exhibit design, layout, and typography utilizing a range of accepted materials, lighting, etc.

TRAINING AIDS:

- 1)Panelglide System, NPS 75th Anniversary, or other pre-developed traveling exhibit from a park or regional office with a variety of illustrations, labels, photographs, etc.
- 2)Flip charts (2) and colored felt-tip markers.
- 3)HFC Traveling Exhibit portfolio produced by Susan Cadwallader.
- 4)Various slides of high and low quality temporary or traveling exhibits.
- 5)Examples of pertinent volumes of "Grist", "Park Practice", or "Design" magazines relevant to traveling exhibits.
- 6)Samples of books listed in Resource Guide for course, e.g. Good Show! A Practical Guide for Temporary Exhibits NOTE: If funds exist, this book should be purchased for each student or park represented by participants.
- 7)Examples of various typestyles/materials including:

vinyl letters

dry transfer lettering, e.g. chartpak

three dimensional ceramic or plastic letters

partial sheets of foamcore, homosote, gatorboard, corrugated structural board

PVC board, e.g. sintra, mayatex.

sample of dimension velcro

Canon Color Copier high quality repros

HANDOUTS:

- 1)Handouts including resource packet of color photocopies of existing samples of traveling exhibits compiled by Susan Cadwallader, HFC.
- 2)Product sheets from commercial exhibit companies.

Content	Method	Time
<p>I.INTRODUCTION to temporary/traveling exhibits.</p> <p>SESSION objectives overview.</p> <p>WHAT is a temp/trav exhibit? One that is designed for short duration, special emphasis, low cost use</p> <p>WHY do we do temp/trav exhibits? Fill space temporarily with quality interpretive media Low cost special emphasis interpretation</p> <p>WHERE we do temp/trav exhibits? Visitor centers County fairs Commercial outreach Schools Nursing homes</p> <p>WHO do we do temp/trav exhibits for? Park visitors General public Target audience</p> <p>HOW do we do 'em? Build ourselves Purchase Borrow</p>	<p>Brainstorming w/flip chart</p>	<p>20 min.</p>
<p>III.OVERVIEW of Temp/Traveling Exhibit Types</p> <p>MATCH examples on projected slides to lists on flip charts. (check them off as we look at them)</p>	<p>Slides</p>	<p>10 min.</p>
<p>DESCRIBE three types of temp/trav exhibits. In-park constructed Commercially purchased HFC loaned Clone of any of above</p>	<p>Small groups presentation before class</p>	<p>30 Minutes</p>
<p>OVERVIEW flat vs. three dimensional exhibits. Mention circular traffic flow re: triangular or square ones, crowding in front of flat exhibits, disabled accessible.</p>		

Content	Method	Time
<p>HAND OUT 4 sets of resource packets, divide up into 4 buzz groups and have them present as "salespersons" each of the following types of temp/trav exhibits:</p> <ul style="list-style-type: none"> -panelglide or similar commercially available -NPS 75th Anniversary structural cardboard triangular display or similar -hanging exhibit, e.g. posters, framed prints. -case exhibit, e.g. Anasazi pottery <p>As each groups "ROUND ROBINS" the contents of the packet they will discuss the merits of each system re:</p> <ul style="list-style-type: none"> -cost-strong/weak points -application-their opinion of utility -audience 	<p>Small groups w/presentation before class</p>	<p>30 min.</p>
<p>IV.ELEMENTS of design.</p> <p>INTRODUCE elements as restatement of basic design module</p> <ul style="list-style-type: none"> - put on flip chart to include the following: <ul style="list-style-type: none"> -typography/size, length, clarity -layout/white space, balance -materials, lighting <p>HAVE student assist setting up of Panelglide or other available portable system in front of class with assistance of instructor.</p> <p>DIVIDE up tasks between groups of students including:</p> <ul style="list-style-type: none"> -remove from case and unfold exhibit -place titles or headers -place photos or other illustrations -place text or labels next to appropriate illustr. -install lighting if available <p>CRITIQUE re: elements of design...how did they do? Reward with goodies if appropriate.</p>	<p>Demonstration and student participation in pairs</p>	<p>30 min.</p>
<p>V.PARK BUILT exhibits.</p> <p>OVERVIEW of possible materials plywood, foamcore, homosote, etc</p> <p>OVERVIEW of connecting hardware</p> <p>OVERVIEW of illustrations and text photos mounted on foamcore, masonite, PVC text laminated in plastic</p>	<p>Lecture - show and tell</p>	<p>10 min.</p>

Content	Method	Time
<p>VI.DO'S AND DONT'S Of Temp/Trav Exhibits</p> <p>VIA slides, have students make their own checklist of favorable/unfavorable elements of exhibits shown.</p> <p><u>DO'S/DONT'S</u> freshfaded scheduled maintno maint well mounted picscurled edges clear glass/plexiscratched accurate typos/outdated pleasingyeach!</p> <p>Which do you prefer to see?</p>	<p>Slides and student response filling out check list</p>	<p>20 min.</p>
<p>VI.SHIPPING</p> <p>ASK students to fill in the blanks on a handout sheet as instructor discusses shipping of exhibits. (You provide original of handout as you see fit).</p> <p>-The best way to ship an exhibit is in its <u>original</u> container.</p> <p>-The best person to ship an exhibit is <u>you</u>.</p> <p>-List three methods of shipping <u>hand carry, UPS, FED Express, US Postal Service.</u></p>	<p>Lecture student participation</p>	<p>5 Minutes</p>
<p>VII.SUMMARY:</p> <p>HAND OUT resources list and briefly discuss re: NPS/HFC traveling exhibit program, bare exhibit structures available from HFC, etc.</p> <p>END with overview of philosophy:</p> <p>Exhibits are used by more visitors than any other medium. Each exhibit is a totally separate interpretive "event" for a particular visitor. If you find yourself explaining what the exhibit is about you are probably missing something.</p> <p>Exhibits can take your message to those unable to visit the park.</p> <p>YOUR exhibit will be viewed by perhaps thousands of people...and may be one of few or many they take in during their stay.</p>	<p>Lecture</p>	<p>5-10 Minutes</p>

Resource Guide for Traveling/Temporary Exhibits

HANDOUT

Good Show! A Practical Guide For Temporary Exhibits by Lothar P. Witteborg. Paper, 172 pages, \$17.50 plus \$2.50 shipping. Published by Smithsonian Institution.

available from: Sites
P.O. Box 1949
Washington, D.C. 20013

(note: new edition is being printed Jan '92. Write for current price and information)

The Information Letter: News From Foamboards and Around the World.

Free from: Foamboards Company
Toll Free: 1-800-362-6267

Exhibits For the Small Museum by Armintha Neal. Paper, 181 pages, \$11.00. Published by American Association for State and Local History.

available from: AASLH
Order/Billing Department
172 Second Ave. North Suite 102
Nashville, TN 37201
Phone: (615) 255-2971

Making Exhibit Labels: A Step By Step Guide by Beverly Serrell. Paper, 128 pages, \$12.50. Published by the American Association for State and Local History.

available from: AASLH
Order/Billing Department
172 Second Ave. North Suite 102
Nashville, TN 37201
Phone: (615) 255-2971

HFC Resource List on Traveling/Temporary Exhibits Includes trade publications, photographs/color photocopies of exhibit samples, price sheets, etc.

Compiled by: Susan Cadwallader
Exhibit Specialist
Harpers Ferry Center
Harpers Ferry West Virginia 25425
(304) 535-6096

National Park Service Traveling Exhibit Program: Includes description of a wide range of Traveling Exhibits facilitated by HFC, shipping costs, how to schedule, etc. Compiled by Susan Cadwallader. "Empty" temporary exhibit structures are available through this program as well which each park develops materials to apply.

Regional Contact: Each regional Chief of Interpretation or Interpreter Planner is responsible for facilitating this program in your region. Example: National Capitol Region contact is Pam West, Midwest Region contact is Warren Bielenberg.

For further reading:

Editing By Design by Jan V. White