Enhancing Archeological Interpretation in Unlikely Places

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and

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ARCHAEOLOGY AND OTHER SCIENCES
MAKING DEAD OYSTERS TALK

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Additional Full Performance Level Competency

Module 440: Effective Interpretation of Archaeological Resources

In response to the NPS Employee Training and Development Strategy (1995), an interdisciplinary work group of archeologists and interpreters developed a "shared-competency" training module. Archeologists and interpreters will be trained together in the skills and abilities needed to carry out effective interpretation of archeological resources. The module includes one component and eleven sections: Purposes, Goal, Approach, Design, Participants, Objectives, Topics, Delivery Modes, Competency Assessment, Content Outline, and Developmental Activities.

CHRS

Center for Heritage Resource Studies

bringing scholars and practitioners together
to support a comprehensive approach
to the study of heritage

UNIVERSITY OF MARYLAND 1856

department of anthropology

— 'AN INSPIRING GUIDE'—

Effective Interpretation of Archeological Resources

A four-part program for archeologists and interpreters

CHRS home

An Inspiring Guide

I. Introduction

II. Overview of the Program

III. Meeting the Mission

IV. The Public Meaning of Archeological Heritage

V. Archeology and Interpretation

VI. Study Tour of Parks

VII. Interpretive Products

VIII. Credits

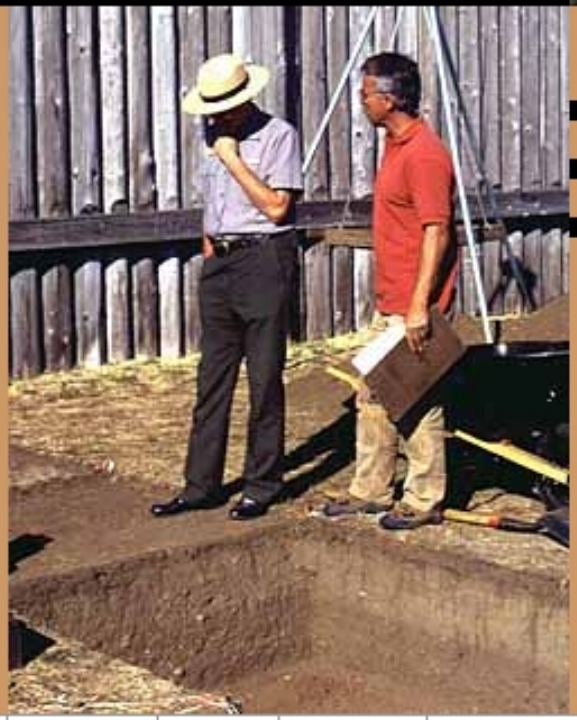
IX. References

archeology for interpreters

a guide to knowledge of the resource

America's archeological resources embody a rich heritage of human experiences and cultural identities. They tell us about people from the past and establish important connections to the present.

This guide helps interpreters learn about archeological methods, how archeological interpretations are made, and how to encourage concern for the preservation and protection of archeological resources.



START

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CREDITS

- From an Interpreter's evaluation:

  "I thought the course did an excellent job of presenting archaeological information in a clear and concise manner that anyone could understand, even someone without an archaeological background....As a result of answering some of the questions, I came up with several different programs, exhibits, demonstrations, etc. that it might be possible to present here in the park. I'm excited about working with our park archaeologist to present another side of our park to the public"

- From an Archaeologist’s evaluation :

“This program encouraged me to think outside of my usual patterns, helping me to focus on public interpretation of the archaeological record. The interpretive model presented helped me to make connections between archaeology and some broadly held values and concepts”

Archeology Program

National Park Service
U.S. Department of the Interior

QUICK MENU | FEATURES | SITEMAP | HOME

INTERPRETATION FOR ARCHEOLOGISTS | 7. USE WHAT YOU KNOW | DISTANCE LEARNING

CASE STUDIES GALLERY

Use the map to explore case studies.

Submit your own story

chapter 7 chapter 8

1 | Fort Vancouver

2 | Anasazi Heritage Center

3 | Above-ground archeology

4 | Archeology in Washington, D.C.

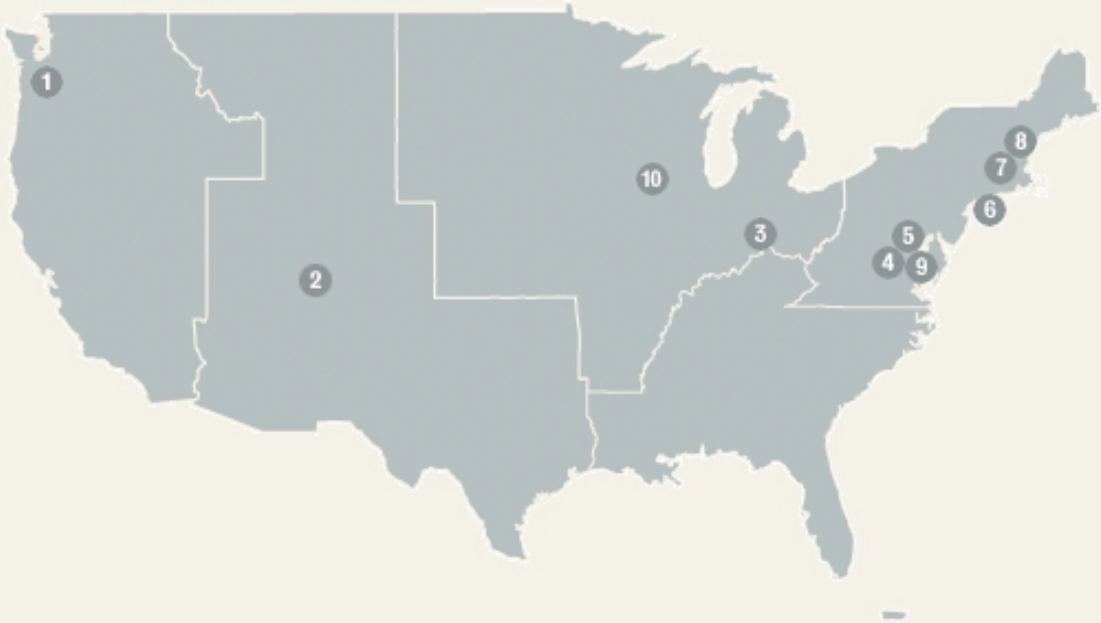
5 | Sukeek's Cabin

6 | The Liberty Island example

7 | The "Big Dig" Project

8 | Longfellow NHS

9 | Reaching Out



“Americans believe that archaeology is important and is valuable. Americans are interested in learning about the past. They believe that archaeology is important because we improve the future by learning about the past and because archaeology helps us understand the modern world. Almost all Americans believe that archaeological objects and sites have educational value. The majority believes that archaeological objects and sites also have aesthetic or artistic value, personal heritage, and spiritual value.”

- Poll conducted by Harris Interactive, June 1999