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***Results of Peer Review***

**Certification Assessment for Curriculum-Based Program**

Product Number: 16089

**Results for this review:** **The certifiers determined that this submission demonstrates certification standards. The submission...**

* Demonstrates how to connect the group's educational objectives with the meanings and significance inherent in the resource
* Provides opportunities for audience members to form their own intellectual and emotional connections to the meanings/significance inherent in the resource through the cohesive development of a relevant idea or ideas

*Keep in mind that this is only a "point-in-time" assessment, and should not be construed as more than that. The standards for certification vary with each competency, and may take practice to understand and/or demonstrate consistently. The combined analysis of the reviewers is provided below.*

**The certifiers identified the following ways in which the submission meets the certification standards:**

**Identified Connection of Educational Objectives to Resource Meanings:**

The following educational objective: **Map 2.3 – Compare and contrast features of everyday life with those in the past** was connected to the following resource meanings and/or significance: **The Native Americans of the Plains used resources available from the buffalo to meet their basic needs, and are directly analogous to our kitchen utensils, clothing, beds, and houses today.**

The following educational objective: **MAP 1.9 Describe and compare major ideas, beliefs, values, and attitudes of various cultures** was connected to the following resource meanings and/or significance: **The Native American tribes of the Plains had a defined social structure where different members of the tribe would perform different tasks, with all working together in a spirit of cooperation to help each other survive.**

The following educational objective: **Map 1.4 - Locate places, identify features, and draw conclusions from maps** was connected to the following resource meanings and/or significance: **The vast grasslands of the Great Plains supported huge populations of bison, thus providing sustenance for the Plains Indians.**

**Identified Opportunities for Connections to Meanings:**

The program used **a prop (bison in exhibit), description, statistics, a map, and imagery (40 million buffalo lined up end to end circling the world three and one-half times)** (interpretive techniques) to develop opportunities for **insight** (intellectual connections) and opportunities to feel **wonder and amazement** (emotional connections) in relation to the following resource and its meanings: **The vastness of the Great Plains and available grass supported the survival of immense bison herds.**

The program used **questioning; touching, seeing, and smelling actual objects; and explanation of uses** (interpretive techniques) to develop opportunities for **understanding and reasoning** (intellectual connections) and opportunities to feel **surprise and curiosity** (emotional connections) in relation to the following resource and its meanings: **The Native Americans of the Plains were resourceful in using many parts of the buffalo as tools to meet their basic, everyday needs and help them survive.**

The program used **questioning, observing actual objects, explanation, referencing the audience, and analogies comparing different objects** (interpretive techniques) to develop opportunities for **realization** (intellectual connections) and opportunities to feel **admiration, disgust, surprise, and commonality with individuals from different cultures** (emotional connections) in relation to the following resource and its meanings: **The buffalo's stomach, shoulder blade, bladder, hide, and chips were used as everyday tools by Plains Native Americans, just like we use pots, plates, canteens, cloth, and charcoal today.**

The program used **questioning, description, and mime** (interpretive techniques) to develop opportunities for **understanding and reasoning** (intellectual connections) and opportunities to feel **surprise, dread, disgust, and amazement** (emotional connections) in relation to the following resource and its meanings: **Different members of the tribe (men, women, children) had specific jobs, all of which were important and they had to work together to ensure the survival of the whole tribe.**

The program used **questioning, audience experience, actual objects, and analogies** (interpretive techniques) to develop opportunities for **understanding and discovery** (intellectual connections) and opportunities to feel **relief and wonder** (emotional connections) in relation to the following resource and its meanings: **The mobile tipi was home to plains tribes just like we have homes today; they both had "rooms", beds, carpet, and chimneys, and provide comfort and safety.**

**Identified The Cohesive Development of a Relevant Idea(s):**

The program presented the relevant idea that: **To survive in their environment, the Native Americans of the Plains worked together and used the buffalo in countless ways to create tools, stay warm, and meet their basic needs - which are the same basic needs we have today.** This idea was cohesively developed in the following way: **The program introduced the people of the Plains and the animal that they relied on for survival -- the buffalo. The first analogy of the buffalo as a "walking shopping mall" introduced the idea that plains tribes would get much of what they needed for their everyday survival from the buffalo. The students examined a United States map highlighting an immense area covered by the Great Plains, a place once populated by buffalo and the Plains Indians. A large stuffed buffalo was observed and many parts of the buffalo were passed around for the students to see, feel, and smell. The program drew analogies between how the Native Americans used each part of the buffalo and what we would use today. The program then explained who in the tribe was responsible for different important tasks, showing the social structure of the tribe. Next, the tipi was examined and additional comparisons were made between how the plains tribes met their basic needs and how the students meet their basic needs today. The program closed with a reiteration of the buffalo as "a walking shopping mall" analogy.**

**Suggestions or Additional Comments:**
*The certifiers may not be familiar with your park or the specific constraints of your program. Their suggestions are intended to offer ideas which may or may not be adaptable for your program. Please consider these coaching ideas with an open mind toward how your program might be strengthened.*

Opportunities for emotional connections to resource meanings
**Perhaps questioning the students about their own experiences of feeling very hot or very cold, or their experiences camping out might help convey the harshness of the Great Plains' climate. This might provide opportunities for the emotional connection of empathy for the Plains Indians. Perhaps the program could be strengthened by asking the students what chores they were expected to do at home. By comparing their own responsibilities, the students might have additional opportunities for emotional connections, such as feeling empathy and respect for the Plains Indians children.**

Other suggestions or comments
**The pre and post-visit activities were not described in the supplemental questionnaire. Briefly describing what these activities were, rather than simply referring to online resources, would have been helpful in determining the students' complete educational experience.**

*Through this peer review program, and with the input provided above, we urge constant practice in order to continue professional development.* ***You can print this form as documentation of certification in this competency.*** *If you have questions about this review or the Interpretive Development Program, please contact the Training Manager for Interpretation and Education at Stephen T. Mather Training Center.*

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