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| **Certification Assessment for Interpretive Media** |
| Product Number: 15916 |
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| **Results for this review:** |
| **The certifiers determined that this submission demonstrates the certification standards.**  |
| * The selection, design and composition of media elements and techniques work together to create opportunities for audience members to form their own intellectual and emotional connections to resource meanings
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| **The certifiers identified the following ways in which the submission meets the certification standards:**  |
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| Interpretive Media Opportunities**Opportunities for visitors to form their own intellectual connections to resource meanings were offered throughout the piece through a combination of text and graphics. An understanding that some soldiers did not fight due to their principles but that they fought “for the purpose of robbing and plundering” can be seen in the introductory statement, quote by George Maddox, the text of the historic flyer and the historical drawing (titled Burning of Lawrence, Kansas by Bushwhackers in 1863) where women and children were seen being attacked by uniformed men. Opportunities for visitors to form their own emotional connections to the meanings found in the exhibit are abundant. Reading the historic flyer, viewing the historical drawing (titled Burning of Lawrence, Kansas by Bushwhackers) and reading the historical quotes inspire feelings of horror for the atrocities that occurred such as how telephone/telegraph wires were cut, how one prisoner of war would be hung on the site, or that women and children were being fired upon as seen in the historic drawing. This is also reinforced in the quotes (soldiers "gave no heed to anyone, man, woman, or child, except to insult or terrorize them"). Visitor's might also be provoked to feel empathy with the civilians for the suffering they faced at the hands of these soldiers, as can be seen in the short quotes: "faces the picture of despair,” "children crying and suffering with cold and hunger." This can also be seen in the drawing titled Refugees of the Civil War entering St. Louis, where all in the drawing looked to be wearing rags with anguish in their faces.** Suggestions or Additional CommentsThe certifiers may not be familiar with your park or the specific constraints of your project. Their suggestions are intended to offer ideas which may or may not be adaptable for your situation. Please consider these coaching ideas with an open mind toward how your submission might be strengthened.**While the design of the panel is clear and clean, there are several ways in which the interpretive opportunities could be strengthened -- and the overall look of the product could be more professional -- with some additional attention to design and composition. For example, consider using a grid to strengthen alignment and association of text and images. If the quote on the left of the page (describing the piling of household belongings in the yard) was hung from the same line as the image of the burning and pillaging to the right it might create a closer association between the text and the image, and improve how the two elements work together to create an opportunity to empathize with the fear and loss of the family who owned the house. The quote near the bottom of the panel describing a family walking in their nightclothes is placed opposite the page, away from the image of the family in the bottom left. It would be worth considering swapping the placement of the two bottom quotes to bring the quote describing the image into closer proximity to the image, potentially strengthening the association between the two elements and the interpretive opportunity to recognize despair in the refugee family's displacement by the fighting. Also, consider whether differentiating fonts might help provide additional contrast as a way to help sequence this exhibit. Perhaps by using a san serif font for the title, a serif font for the introductory statements, and quotes and a much smaller san serif font for the captions may provide the visitor with a clear hierarchy of text. For additional information on basic design principles, including alignment, proximity and text hierarchy, consider reviewing The Non-designers Design Book by Robin Williams or Interpretation by Design by Paul Caputo, Shea Lewis, and Lisa Brochu.NOTE: Although the intent of this competency is not for interpreters to become professional designers, it's important for interpreters to understand how to provide design and composition strategies that provide the most effective access to resource meanings. The public is accustomed to seeing professional design, which is all around us in our everyday world; and should be a hallmark of all NPS media. For more information on how to recognize and articulate the principles of effective interpretive design, and how to collaborate or consult with professional designers on small and large media projects, consider taking the new on-line course for this competency.** Suggested developmental resources:Media Fundamentals for Interpreters IDP on-line course available through Eppley at www.parktraining.org |