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| **Certification Assessment for Interpretive Media** |
| Product Number: 15938 |
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| **Results for this review:** |
| **The certifiers determined that this submission is approaching 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 connections but are insufficient in creating opportunities for audience members to form their own emotional connections to resource meanings. |
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| *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.* |
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| **The certifiers identified the following ways in which the submission partially meets the certification standards:** |
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| Interpretive Media Opportunities **This media panel provides numerous opportunities for visitors to form intellectual connections to the meaning of Indian Garden as a home to the Havasupai people. For example, questioning sets up juxtaposition between what we might think of as home and what was home to the Havasupai, leading to recognition that a home or homeplace can be different for different people. The analogy of Garden Creek to plumbing in a visitor’s home helps the visitor recognize that the Havasupai have needs for water as we do, but obtain it rather differently. The use of the multi-generational background photo with a Havasupai woman, child, and dog, helps re-enforce the idea of a homeplace where people of many generations (and their pets) live and work together. The panel has a balanced layout with photo insets and text blocks, all on a background the color of Grand Canyon soil. This use of alignment, color, and intentional structure work with the text and graphics to enhance access to the meanings of home in the context of Indian Garden.**  Suggestions or Additional Comments The 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.  **In addition to providing opportunities for intellectual connections, a successful interpretive product must also provide opportunities for emotional connections to resource meanings. The main text and the captions of this panel appear to be primarily intellectual, providing statements of fact about the Havasupai at Indian Garden. (“The Havasupai farmed corn, beans, and squash.”) There appeared to be the beginnings of an opportunity to connect emotionally with the clause, “Finding the spiritual and physical nourishment they needed . . .” However, this is more a statement of fact than a portal to meaning. Is there, perhaps, a photo or other technique that might be used to illustrate how Indian Garden provided spiritual nourishment? The quotation from Big Jim begins to introduce the intangible concept of loss, an opportunity for emotional connection to the importance of Indian Garden to the Havasupai. However, this quote is buried in the last paragraph, a location many members of the identified audience may not take the time to find. Might it be possible to pull that important quotation out into a text block of its own or use it as the caption in conjunction with the photograph of Big Jim in order to make it more obvious and perhaps more meaningful to the reader? It is mentioned that with the creation of Grand Canyon National Park the Havasupai had to leave Indian Garden. Might this factual statement be built upon to answer the question, “Why?” and perhaps help readers feel empathy at how these people were ripped from their ancestral home?   The submission statement for this wayside describes it as being located halfway down the Bright Angel Trail at Indian Garden with the audience being hikers, backpackers, and mule riders. Since wayside exhibits are meant to work within the context of the landscape in which they sit, how does this exhibit work interpretively with the landscape? Are there remnants of the gardens, homesites, or other elements of the scene that can be referred to within the text where it describes "their roots run deep and their presence is still felt - today it touches you?" That text, though seeming to be purposefully placed near the end and chosen for provocation of thought, might be made stronger with a reference to something the reader can look for in the landscape to enhance emotional opportunities for curiosity, reverence, or delight that we today can experience the same scenery or sense of place that Big Jim’s family had at Indian Garden.**   Suggested developmental resources: Interpretive Structure of Media Products Worksheet |