

Figure 33

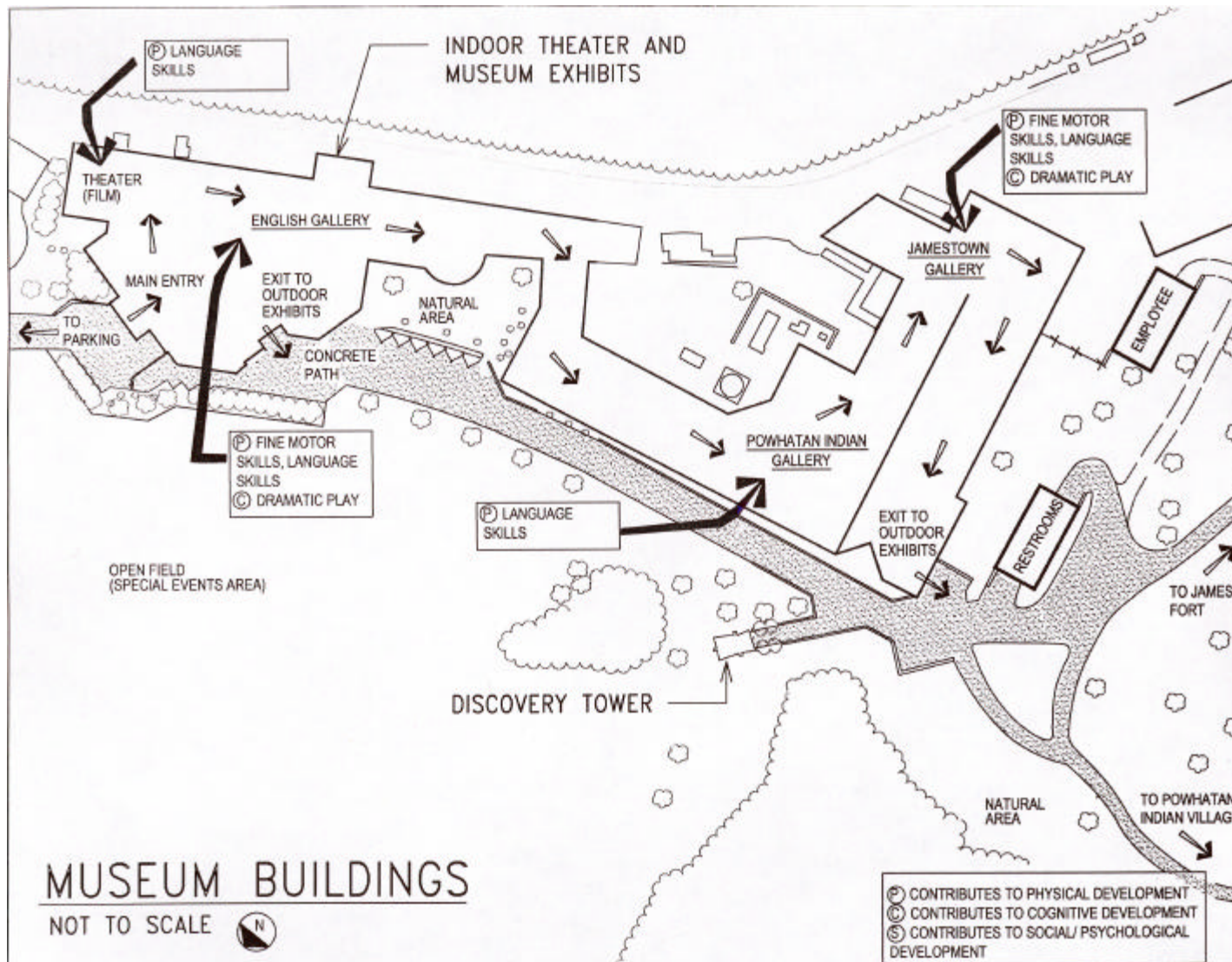


Figure 34

Possible Relationships between Exhibit and Design Considerations regarding Concepts of Child Development, Education and Play

<input type="checkbox"/> 7–12 yrs. (elementary school age)	Accessibility	Graphics and Signage	Manipulability	Multisensory Stimulation	Safe Challenge	Graduated Challenges	Variety of Spatial Experiences	Mystery and Curiosity	Evidence of Completion	Continuation of Experience	Permanent Landmarks	Diversity within the Exhibit/Landscape	Social Interaction	Varying Sizes of Social Spaces	Retreats and Breakaway Points	Undefined Spaces	Natural Environment	Multiple Scales (for built items)	Type of development/play supported by this display/exhibit (P) – physical development, (C) – cognitive development, (S) – social/psychological development
Area: Museum Building																			
Theater and Film	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>										The introductory film shown in the theater at the beginning of the museum building tells the story of the people of the Jamestown Settlement. Somewhat violent. Unsympathetic to native Indians. (C)
The English Gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>											Gallery has few hands-on exhibits – globe on floor to touch, early navigation equipment to manipulate. Lengthy written narratives explain exhibits. (P) (C)
The Powhatan Indian Gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>											Gallery has one hands-on exhibits – display regarding making deer skin into clothing. Life-size sculptures, animals may intrigue children. Many displays are above children’s head. Lengthy written narratives explain exhibits. (P) (C)
The Jamestown Gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>											Gallery has few hands-on exhibits – occasional push buttons to activate a display. Lengthy written narratives explain exhibits. (P) (C)
Gift Shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>					<input type="checkbox"/>	Items in the gift shop are wide ranging and there is something available for children of every age and developmental ability. (P) (C) (S)

Summary: While the interior museum galleries are not landscapes it is important to address them as part of the overall educational experience. The galleries are designed to present the visitor with background information and set the stage for the outdoor exhibits. The information is not presented in ways that are suitable for children. Many items are untouchable, with lengthy written narratives. There is very little here to engage a child.

Recommendations: There is potential for making these galleries more child-friendly. Incorporating play activities into the displays will invite children to participate. Providing items to be manipulated, tried on and played with will address the ways in which children learn. Making the experience active and participatory and active as opposed to static and passive will captivate children and offer a better way to present the educational message.



^ Topics of special
 ^ interest, like the role
 ^ of women at the
 ^ Jamestown
 ^ Settlement, are
 presented by
 narrative signs,
 graphics and artifacts
 behind glass.



^ Static portraits are
 ^ used to describe
 ^ people important to
 ^ the colonization of
 Jamestown.



^ Life-size sculptures are behind
 ^ glass, where children can't touch

The interior museum galleries tell the story the history of the Jamestown Settlement through miniature displays, written signs and authentic artifacts in a traditional museum format. The information presented in these series of galleries sets the stage for the exterior exhibits. The exhibits are mostly hands-off, and do not address the needs of children.



^ Old maps show land discovered by the 1600's



^ Miniatures are presented behind glass

Figure 35

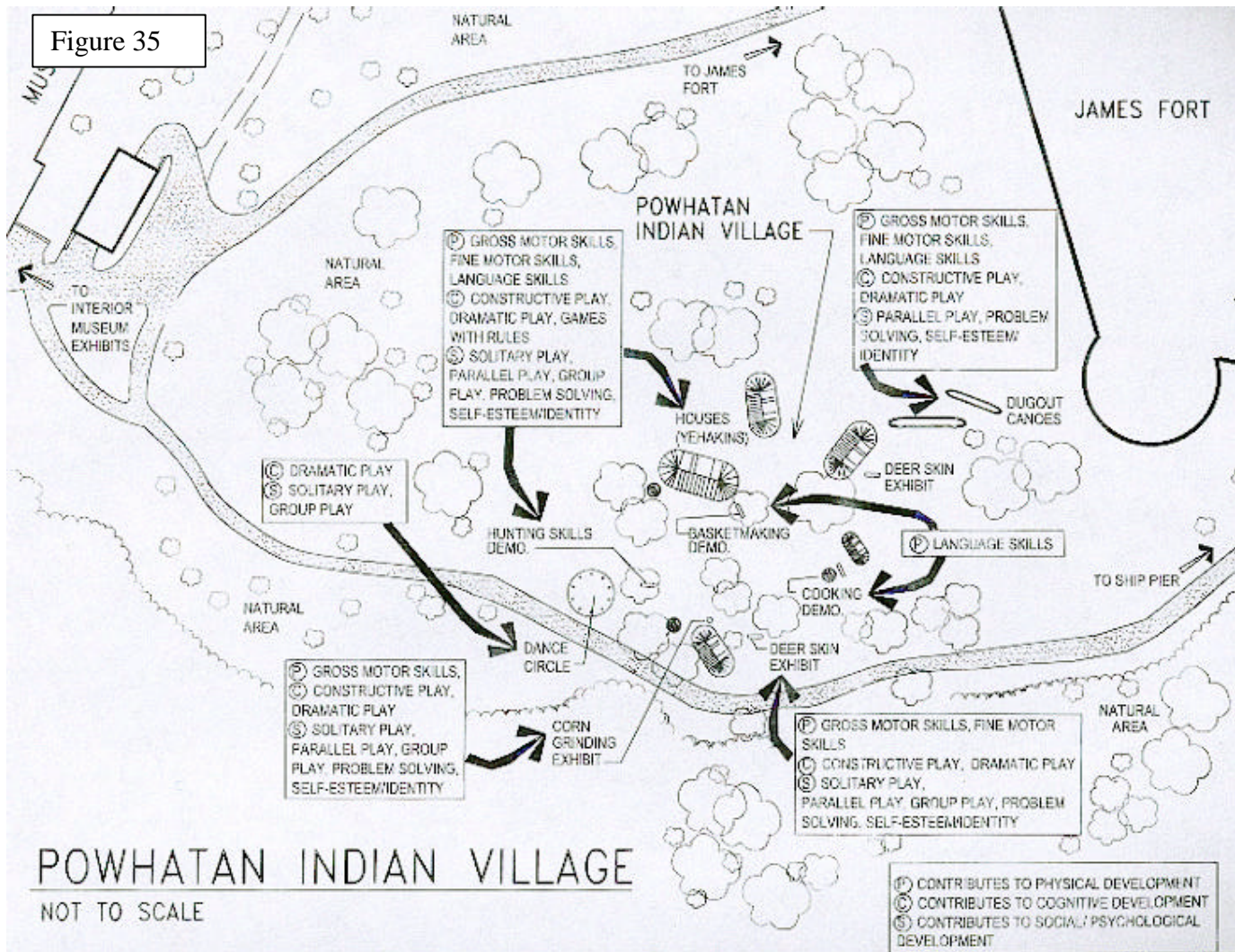


Figure 36

Possible Relationships between Exhibit and Design Considerations regarding Concepts of Child Development, Education and Play

<input type="checkbox"/> 7–12 yrs. (elementary school age)	Accessibility	Graphics and Signage	Manipulability	Multisensory Stimulation	Safe Challenge	Graduated Challenges	Variety of Spatial Experiences	Mystery and Curiosity	Evidence of Completion	Continuation of Experience	Permanent Landmarks	Diversity within the Exhibit/Landscape	Social Interaction	Varying Sizes of Social Spaces	Retreats and Breakaway Points	Undefined Spaces	Natural Environment	Multiple Scales (for built items)	Type of development/play supported by this display/exhibit (P) – physical development, (C) – cognitive development, (S) – social/psychological development
Area: Powhatan Indian Village																			
Dance Circle	<input type="checkbox"/>							<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>						The Dance Circle is a static, ambiguous landmark within the village. Curiosity about its purpose encourages social interaction with other children and interpreters. Opportunity for symbolic play. (C)(S)
Houses (<i>Yehakins</i>) w/ Interior Furnishings and Interpreter	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				Houses offer greatest opportunity across the board. Can be walked in and through, items can be touched, used and climbed upon, can act as a hideaway. Curiosity encourages social interaction and symbolic play. (P) (C) (S)
Special Exhibit w/Interpreter (Hide Tanning Frame)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>					<input type="checkbox"/>	Special hands-on display promotes physical development through challenge and manipulability. Interpreters encourage group play/problem solving. (P) (C) (S)
Special Exhibit w/Interpreter (Basket-making)	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>					<input type="checkbox"/>						Special exhibit is not hands-on. Children watch interpreter weave baskets from natural materials. Curiosity may encourage social interaction with interpreter. (S)
Special Exhibit w/Interpreter (Hunting Skills)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>						Special exhibit game of skill. Works with elementary school age children's competitiveness. Display can be changed to increase difficulty. Social interaction with interpreter and other children. (P) (C) (S)
Special Exhibit w/Interpreter (Cooking)	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>					<input type="checkbox"/>						Wild game birds, soup, etc. cooked over an open flame by interpreter. Children may ask questions of interpreter. (S)
Village Landscape and Supporting Elements	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Overall village is series of displays set upon the land – unrelated to the surroundings. Configuration of elements allows for choice – no fixed path to follow. Everything is in view, no surprises. (P) (C) (S)

Summary: While this area does cover all three types of development; physical, cognitive and social/psychological, to a certain degree, it is the costumed interpreters that make this exhibit successful for children. Children interact with and ask questions of the interpreters. Interpreters guide the children to the special hands-on activities and encourage their participation. There are no signs or graphics to assist the child in understanding the purpose of the exhibits.

Recommendations: The corresponding interior exhibition, The Powhatan Gallery, stresses the importance of the land in the daily lives of the Powhatan Indians; how it was utilized for food, shelter, clothing and weapons. This outdoor counterpart basically ignores the landscape – focusing instead on educating children in via costumed interpreters. This area would provide a better overall educational experience by using the surrounding landscape to enhance and improve the educational message being presented.



^^
^^ Powhatan Indian Village



^^ Costumed interpreter shows how
^^ native Powhatan Indians cooked
^^ wild game.

The Powhatan Indian Village exhibit is a collection of re-created Powhatan houses, called *yehakins*, and other outdoor displays depicting various activities.

The interior of the Powhatan Indian houses may be explored. >>>>>



Interpreters encourage children to participate in activities, including scraping deer hides (such as Powhatan women and children would have), making traditional baskets, and grinding corn into cornmeal.



^^
^^
^^
^^ Hands-on display where children can scrape deer hide with seashells – like the Powhatan Indians did to make clothes.



^^
^^ Corn-grinding exhibit



^^
^^ Basket-making exhibit

Figure 37

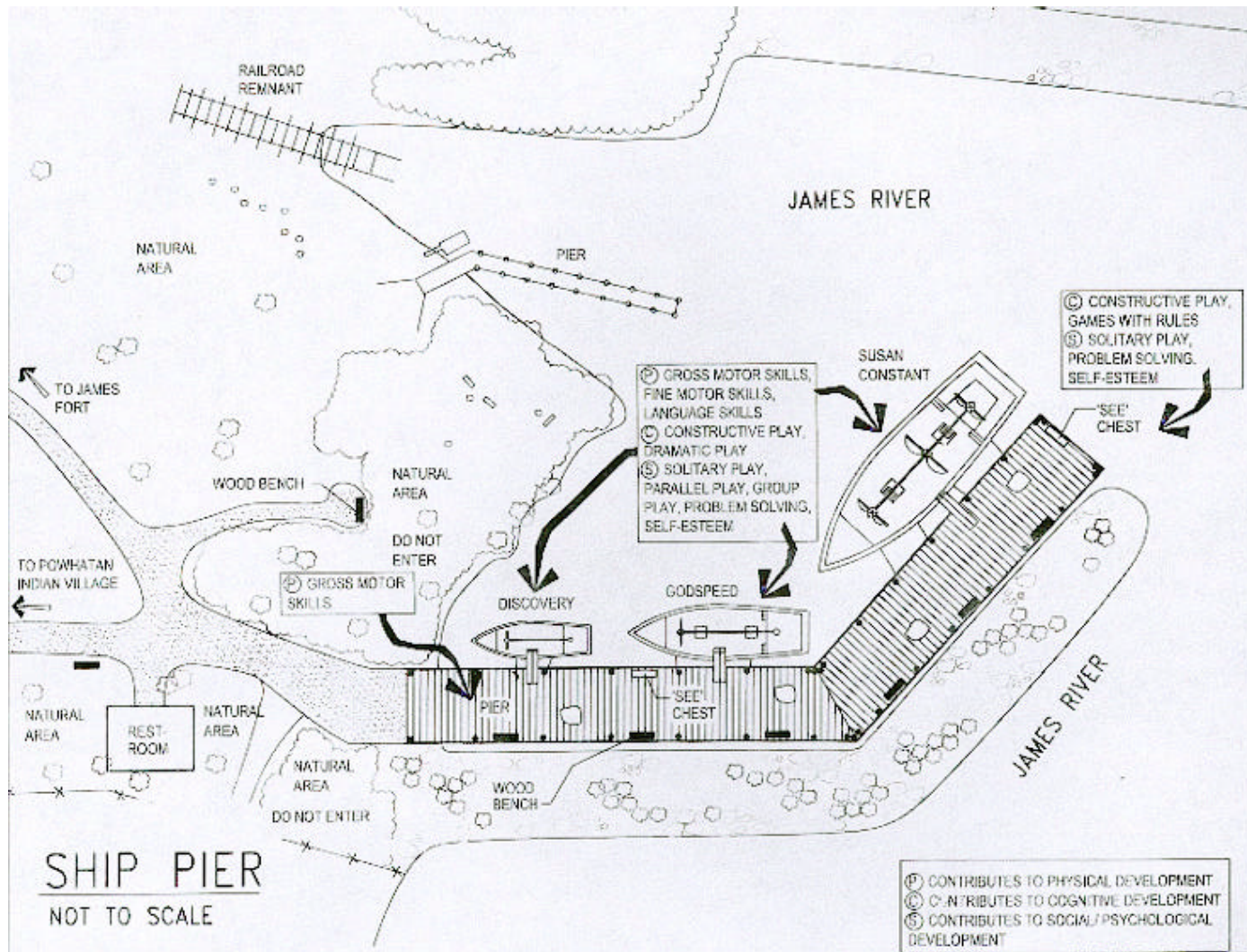


Figure 38

Possible Relationships between Exhibit and Design Considerations regarding Concepts of Child Development, Education and Play

<input type="checkbox"/> 7–12 yrs. (elementary school age)	Accessibility	Graphics and Signage	Manipulability	Multisensory Stimulation	Safe Challenge	Graduated Challenge	Variety of Spatial Spaces	Mystery and Curiosity	Evidence of Completion	Continuation of Experience	Permanent Landmarks	Diversity within the Exhibit/Landscape	Social Interaction	Varying Sizes of Social Spaces	Retreats and Breakaway Points	Undefined Spaces	Natural Environment	Multiple Scales (for built items)	Type of development/play supported by this display/exhibit (P) – physical development, (C) – cognitive development, (S) – social/psychological development
Area: Ship Pier																			
Pier and Supporting Elements	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						Wide wooden pier provides view to all three ships and the James River. The pier exposes children to sun, salty sea breeze, water, fish, and birds. Educational signs/graphics are present. Benches encourage socialization. (P) (C) (S)
Three Ships (as a unit)						<input type="checkbox"/>					<input type="checkbox"/>								Progressive size of three ships (in length and mast height) attracts children. Access to the ships via ramps appears to be increasingly difficult with size of the ship. (P)
<i>Discovery</i> (smallest ship)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>						First ship encountered on pier. Single deck is accessible for children. Curiosity about how such a small ship make the voyage across the ocean may encourage children to engage the interpreter on board. (C) (S)
<i>Godspeed</i> (middle ship)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				Physical development addresses with multiple level deck access, stairs and ramp. Views to lower decks (not physically accessible) supply mystery and encourage questions of the interpreter on board. (P) (C) (S)
<i>Susan Constant</i> (largest ship)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				Physical development addresses with multiple level deck access, stairs and ramp. Children may go below deck, enter sleeping quarters, open portals or hoist a sail. Hidden areas provide mystery. Interpreters are available to answer questions and encourage children to explore. (P) (C) (S)
Special Exhibit (“See” Chest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>											Special hands-on exhibit on the pier. Sign with graphics challenges children to open the ‘see’ chest and answer the questions regarding ship board life by exploring the contents of the chest. (C)

Summary: This exhibit addresses all three types of development; physical, cognitive and social/psychological. The location of the Ship Pier, somewhat isolated from the rest of the land, makes it appear unconnected. The novelty of exploring the three ships dominates this exhibit.

Recommendations: This self-contained exhibit has very little *landscape* to work with. The location of the pier and the materials of its construction limit the design possibilities in this area. The corresponding interior gallery explains many aspects of the voyage – shipboard life, conditions of living, length of voyage, number of passengers and the technology that made the trip possible. These items are incorporated into the Ships and are discussed by the interpreters. Missing is the landscape component – what role did the James River play in the voyage? What about the land made the colonists decide to settle at this location? What did the land look like at the time of the colonists’ arrival? The view across the James River and the view from the pier toward the land are potential opportunities for improving the educational message being presented.

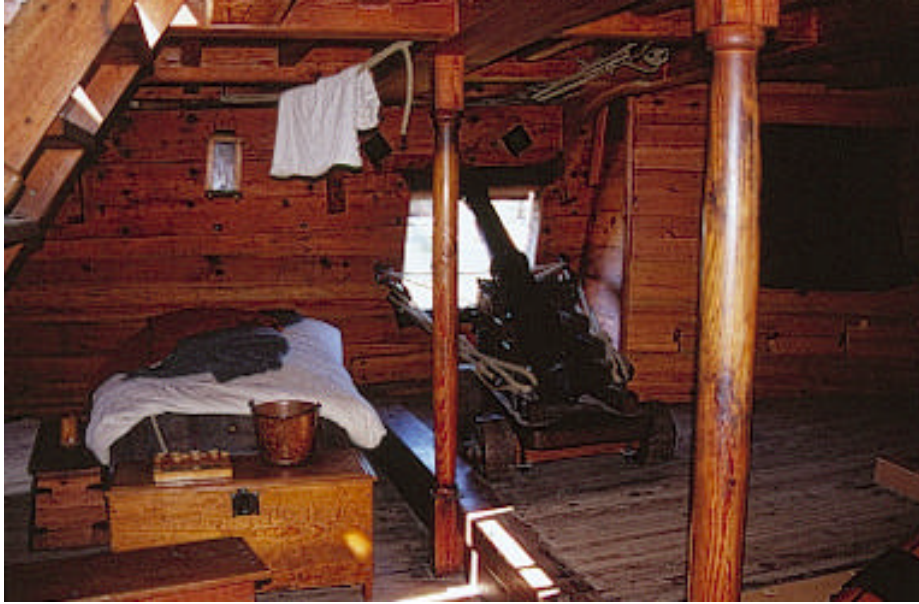


^^ Ships may be boarded and explored

The Ship Pier exhibit presents life-size replicas of the three ships that made the voyage from England to Virginia.



^^ The wooden pier provided passage to the three ships



^^ The largest ship, The Susan Constant, can be explored below deck



^^ Access stairs to get below deck

Varying degrees of access are available within the Ship Pier exhibit. Children may board the ships, walk about on the deck and explore below deck on the largest ship. The wooden pier provides 'see' chests for children to explore.



^^ 'See' chest on pier

Figure 39

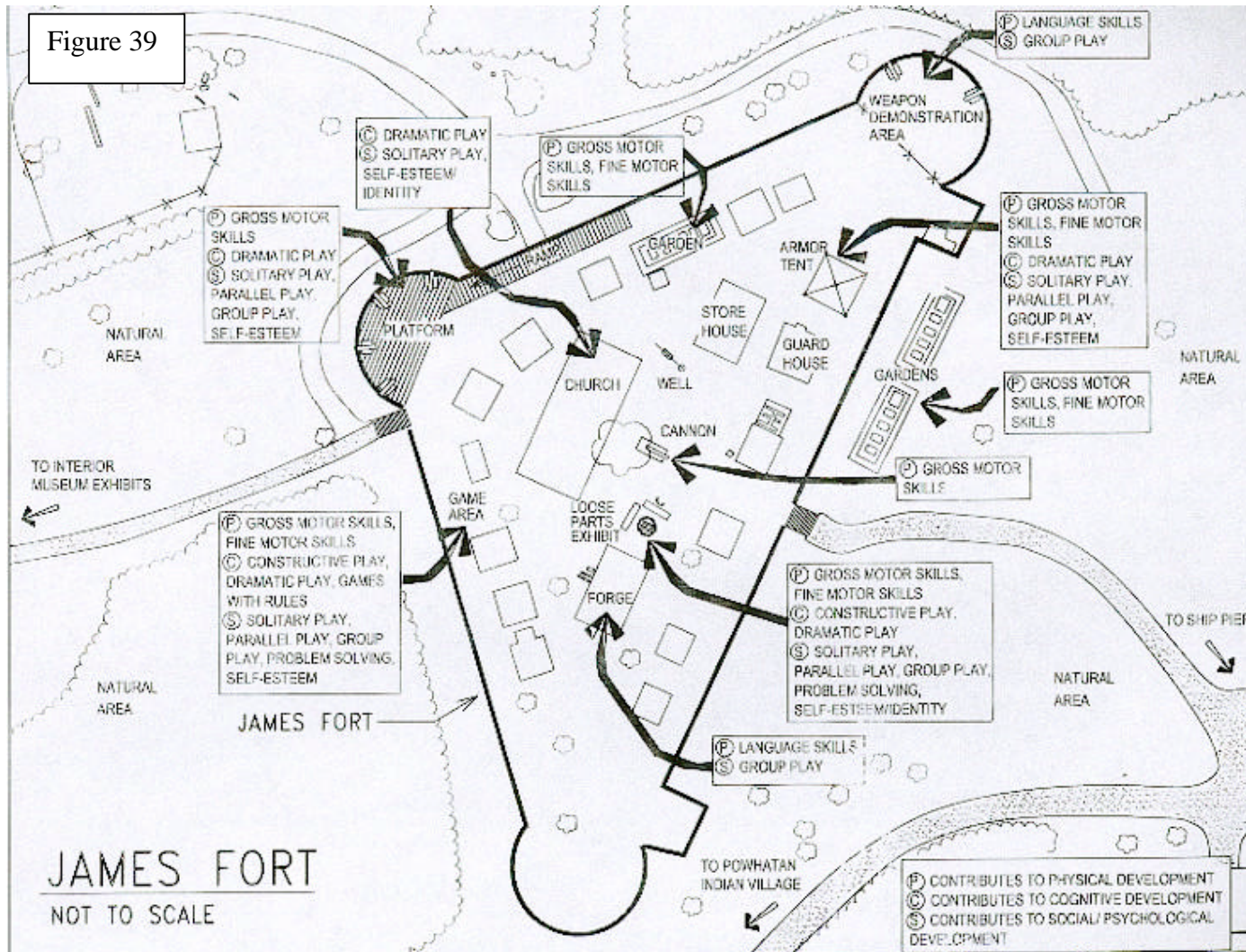


Figure 40
Possible Relationships between Exhibit and Design Considerations regarding Concepts of Child Development, Education and Play

<input type="checkbox"/> 7 –12 yrs. (elementary school age)	Accessibility	Graphics and Signage	Manipulability	Multisensory Stimulation	Safe Challenge	Graduated Challenges	Variety of Spatial Experiences	Mystery and Curiosity	Evidence of Completion	Continuation of Experience	Permanent Landmarks	Diversity within the Exhibit/Landscape	Social Interaction	Varying Sizes of Social Spaces	Retreats and Breakaway Points	Undefined Spaces	Natural Environment	Multiple Scales (for built items)	Type of development/play supported by this display/exhibit (P) – physical development, (C) – cognitive development, (S) – social/psychological development
Area: James Fort					<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>				This building provides a retreat for children – from the climate and other children. Inside there is a pulpit to climb. No interpreter, no sign/graphics. (P) (S)
Church Building					<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>				This exhibit is located behind a fence. Children watch the ‘blacksmith’ forge weapons from metal. Interpreter engages children socially and encourages questions. (C) (S)
Forge Building w/ Blacksmith Interpreter	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>						Varying sizes of bunkhouses, fully furnished, can be explored by children. Items may be manipulated, straw beds climbed upon. No interpreter, no sign/graphics. (P) (S)
Colonial Bunkhouses w/Interior Furnishings	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	Large variety of colonial weapons that are out of reach of children. Armor tent has suits of armor that children can put on and engage in symbolic play. No interpreter, no sign/graphics. (P) (C) (S)
Guardhouse w/Weapons and Armor Tent			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	Special exhibit is located behind barricade. Children may watch interpreter load and shoot guns and cannons. Interpreter engages children socially and encourages questions. (C) (S)
Special Exhibit w/Interpreter (Weapons Demonstration)	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>					<input type="checkbox"/>						Special exhibit of colonial games sits in corner of James Fort. No interpreter, no sign/graphics. ‘Loose parts’ let children determine what to play. Games promote competition. (P) (C) (S)
Special Exhibit – Colonial Games	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>					<input type="checkbox"/>	Overall complex is series of displays set upon the land – high wooden palisade walls separate the fort from the surrounding landscape, physically and visually. Very little natural landscape within the walls for the fort. Configuration of elements allows for choice – no fixed path to follow. Everything is in view, no surprises. (P) (C) (S)
James Fort Complex (general landscape and supporting elements)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Summary: The James Fort complex exhibit incorporates all three types of development; physical, cognitive and social/psychological. The self-contained feeling of the complex is accurate with the actual Jamestown Settlement. Many of the exhibits are hands-off within the complex – demonstrations that children watch rather than participate in. The complex presents itself as a series of buildings set within the walls of the fort – there is no connection to the exterior landscape that provided the materials for the fort nor is an interior landscape addressed.

Recommendations: The interior gallery that corresponds to this exterior display, focuses on day-to-day life for the early colonists. The history of the 104 men that originally settled at the fort, the materials and mode of construction with which they built the fort and its interior buildings, the problems with disease and starvation, the skirmishes with the Powhatan Indians and the introduction of tobacco are not addressed in the exterior exhibit. There is an opportunity to show James Fort in the context of the site – elaborating on its relationship to the woods, water and neighboring Powhatan Indians.



^^ Children must pass through the doorway of the James Fort



The James Fort exhibit is surrounded by high wooden palisade walls. Inside is a re-created settlement and a number of colonial-era exhibits.

<<< Inside the Fort, children will find re-created buildings to explore and artifacts to manipulate



Displays inside the walls of the fort range from hands-on items that can be picked up or tried on to a formal area dedicated to colonial games to an elevated lookout for children to climb.

^^ Loose objects are located throughout the exhibit



^^ An upper level lookout platform can become whatever the child imagines it to be



^^ The armor tent has child-sized helmets and breastplates that can be tried on



^^ A display of Colonial-era games attracts children of all ages