

HOMEWORK

Lincoln Park Conservatory and Gardens
Docent Training
February 29, 2020

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Homework assignments help you develop your tour. Please work through them every week.

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Conservatory Review Questions

Introduction Review

The purpose of this quiz is to help you review the material, and think about how you would share it with visitors to the Conservatory. You have five minutes to address these questions; you may not be able to answer all the questions in that time, so pick the one that is easiest and the one that is hardest to answer. Please be prepared to share your answers with the class.

- Why do you think the “Words to Live By” page is included in the first section of the training manual?

- What is the Mission of the Lincoln Park Conservancy? Why is it important to know what the mission is?

- We hope that you will never need this information, but just in case, what is the Lincoln Park Conservatory Address? What is the number for Lincoln Park Security?

- How do you define “ Interpretation?” OR What do you do as an interpreter?

Conservatory Review Questions

Conservatory Review Questions

History Review

The purpose of this quiz is to help you review the material, and think about how you would share it with visitors to the Conservatory. You have five minutes to address these questions; you may not be able to answer all the questions in that time, so pick the one that is easiest and the one that is hardest to answer. Please be prepared to share your answers with the class.

- What is the most interesting period, event or concept about early Lincoln Park Conservatory history? Why?
- How does Lincoln Park Conservatory fit into the larger history of conservatories and/or interest in nature during the 19th and 20th centuries?
- Choose an old Post Card or photo to talk about. How could you use it to engage people or support your point on a tour?
- There isn't a specific room or place in the conservatory to talk about the history of the building; does knowing the history of the building matter to a visitor? How might you include this information in a conversation with visitors?
- What stories could you tell about the sculptures or monuments in the Conservatory or the Park?

Conservatory Review Questions

Conservatory Review Questions

Orchids Review

The purpose of this quiz is to help you review the material, and think about how you would share it with visitors to the Conservatory. You have five minutes to address these questions; you may not be able to answer all the questions in that time, so pick the one that is easiest and the one that is hardest to answer. Please be prepared to share your answers with the class.

- What makes an orchid an orchid (how is it different from other plants in the conservatory and/or the orchid room)?

- What is most interesting about orchids? What story might you tell about orchids in general or a specific orchid?

- Why would knowing about the natural history of orchids (where or how orchids grow, orchids and their pollinators, etc.) be interesting or important?

- What are some of the other types of plants in the Orchid Room. What's unique or interesting about them?

- How might people engage with a plant in the Orchid Room without touching it? What would you invite them to touch?

Conservatory Review Questions

Conservatory Review Questions

Ferns Review

The purpose of this quiz is to help you review the material, and think about how you would share it with visitors to the Conservatory. You have five minutes to address these questions; you may not be able to answer all the questions in that time, so pick the one that is easiest and the one that is hardest to answer. Please be prepared to share your answers with the class.

- What makes a fern a fern (i.e. how are they different from other vascular plants)? Why is it important to know?
- What is the most interesting thing about ferns? Why?
- In what ways are ferns important environmentally, socially, or economically?
- Besides ferns, what are some other kinds of plants in the fern room? What should people know about these plants, and why should they care?
- How can you connect plants in the fern room to the dinosaurs, or use the dinosaurs to start or advance a conversation?

Conservatory Review Questions

Conservatory Review Questions

Palms Review

The purpose of this quiz is to help you review the material, and think about how you would share it with visitors to the Conservatory. You have five minutes to address these questions; you may not be able to answer all the questions in that time, so pick the one that is easiest and the one that is hardest to answer. Please be prepared to share your answers with the class.

- What makes a palm a palm (how are they different than other plants in the Palm House, or the Conservatory)? Why is it important to know?

- What is the most interesting thing about palms? Why? What is one story or connection you might share about a plant in the Palm Room?

- How have palms been used economically, socially, or environmentally? Why does this matter?

- Besides palms, what are some of the other plants in the Palm House? What's unique or interesting about them? Why should people care about them?

- How might people engage with a plant in the Palm Room without touching it? What would you invite them to touch?

Conservatory Review Questions

Map Assignment

MAP ASSIGNMENT (Due: Ongoing: update your map every week)

Develop a “Map” of the Conservatory.

This map is intended to help you learn about the plants, stories, and other material you can share with visitors in the Conservatory, and help you remember the location of things you want to mention.

To this aim, you may define “map” in the way that it is most useful to you: it can be what we usually think of as a map (like a road map), or it can be something else, such as notecards arranged in the order you would use them, a mind-map showing how things are connected, a graph or table, a series of photos or drawings, etc.

You will update your map every week as you learn new things about each of the rooms, specific plants, and the history of the Conservatory.

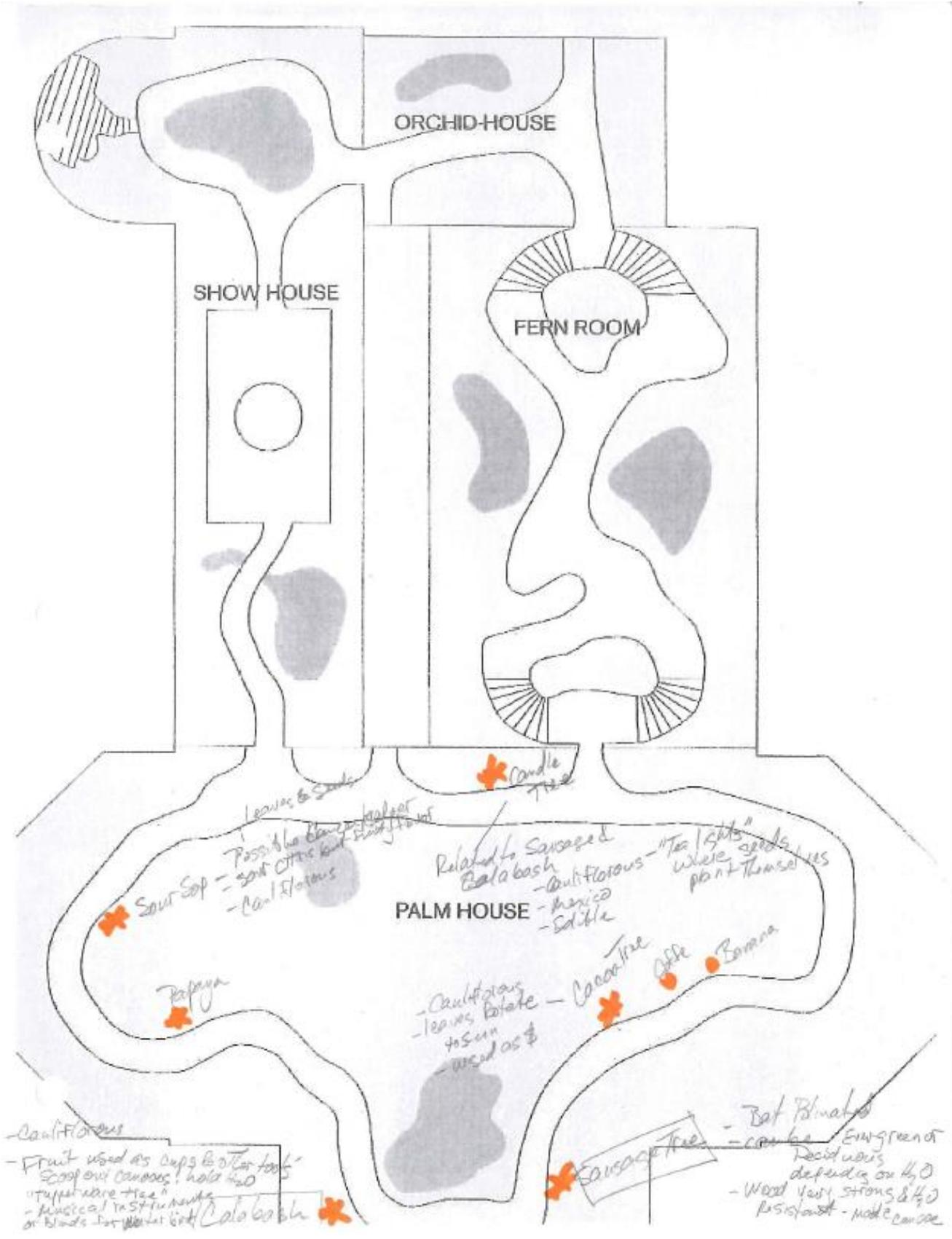
Things to include:

1. Include at least three to six plants from each room on your map.
2. For each plant, include at least three interesting things to talk about/stories you can tell about it.
3. Think about the multiple ways people learn (visually, auditorily, and kinesthetically) and include “hands-on” activities you can use to engage people on your tour (what can people DO – touch, smell, compare, observe, etc.).
4. Note: It is a good idea to include pictures in your map, to help you identify the plants, or show people something about the plant that they can’t see today (e.g. vanilla flower, or close up of soursop fruit).

Ultimately, this map will be most useful if you can connect it to a message or idea that you want people to leave the conservatory thinking about.

Remember, I am not collecting your map, but I would like to see it and how you update it weekly. It is for your personal use as you learn the Conservatory. Make sure it works for you.

Sample Maps



Sample Maps

| | | |
|---|--------------------|---|
| R | Sausage tree | <ul style="list-style-type: none"> ■ From Africa. ■ Very hard pods; 25 lbs each. ■ Blooms in spring. ■ Eaten by animals with strong jaws (hippos, monkeys, giraffes, elephants). ■ Mashed and made into a fermented drink. ■ Pollinated by bats. When in bloom, conservatory employee takes some flowers up to conservatory in Milwaukee that also has a sausage tree to hand pollinate theirs and bring back some of their flowers to hand pollinate ours. |
| R | Orange Jasmine | <ul style="list-style-type: none"> ■ In pot by sausage tree. ■ Relative of gardenia. ■ Very fragrant. ■ Flowers used in green tea for jasmine green tea. ■ Not used in jasmine rice. |
| L | Shaving Brush Palm | <ul style="list-style-type: none"> ■ From New Zealand ■ Southernmost growing palm in world ■ Base of the leaves and young flower clusters can be eaten. ■ Leaves used for baskets, mats, thatch, and to wrap food in for cooking. |

Sample Maps

NATIVE

Acer negundo
Box Elder
Family name: Aceraceae



Characteristics

- Trifoliate leaves pointed at tip, coarsely saw-toothed
- Small flowers clustered on many slender stalks
- Fruit has flat, curved wing

Habitat

- Grows in wet soils and along stream banks

Comments

- Flowers before leaves in early spring
- Visually similar to Poison Ivy when young

NON-NATIVE

Acer platanoides
Norway Maple
Family name: Aceraceae



Characteristics

- Milky sap in long, slender leafstalks
- Large lobed leaves
- Green-yellow flowers appear in clusters

Habitat

- Many different habitats

Comments

- Commonly planted along city streets

NATIVE

Acer saccharum
Sugar Maple
Family name: Aceraceae



Characteristics

- Large tree with rounded, dense crown
- Broad, shallowly five-lobed leaves
- Leaf dull, dark green above; pale, hairy underside

Habitat

- Uplands and valleys

Comments

- Wood used in furniture and flooring; boiled sap used for sugar and syrup

CULTIVATED

Amelanchier x grandiflora
Apple Serviceberry
Family name: Rosaceae



Characteristics

- Small tree or shrub
- White flowers in terminal clusters appear before leaves
- Long, ovate leaf is pointed at tip
- Gray bark with longitudinal white stripes

Habitat

- Moist woods, thickets, and swamp margins

Comments

- Red or purple berries form in summer

Sample Maps

Thumbergia




Passiflora




Bln Room - Flowers, fruit, seeds : Reproduce thru pollination

⑦ Fernery: (hasnt changed much)
 Grotto affect
 Earliest plants (dinosaurs)
 Before birds, insects to pollinate
 How do they reproduce?
 No fruit, flowers or seeds
 Spores - under leaves
 12,000 named species / 200 native to U.S.
 Few economic uses (fertilizer, hair growth, invisible)
 Sigmund Freud had morbid fear of them
 Patent leather stem / Sago - hurricane Andrew







Spanish Moss
 Neither Spanish nor moss
 (Epiphyte bromeliad)

Stealth Interpretation

STEALTH INTERPRETATION (Due: Ongoing:-expand your collection every week)

As you work on adding things to your map, think about how you can use them to engage visitors in the Conservatory.

Some visitors know in advance that they want a tour and will approach you with a question, or to request a tour. Most will not.

Your job is to approach people, welcome them, and let them know you are there to enrich their experience by sharing your knowledge. The best way to do this is to strike up a conversation with them and share a little, tantalizing bit of information. If they respond, continue the conversation. If they don't, invite them to enjoy their visit, and continue on your way. ALWAYS create opportunities for people to join you or leave.

Every week, as you update your map of the Conservatory with interesting plants and other information, think about how you can incorporate that information into conversations, and particularly conversation starters.

There are no fool proof ways of doing this, so it's a good idea to come up with a couple ways to do it, and practice to see which ones work best for you in various situations.

As you get comfortable framing those initial conversation starters, think about secondary/follow-up comments. These can be great invitations to observe, smell, touch, taste, etc. the plant.

Final note, one way to think about these interactions is as a miniature story, that hooks people in and leaves them wanting to know more.

Sample interactions:

- 1) I see you are looking at the Calabash tree. Would you like a tour of other fruiting trees in the Conservatory?
- 2) I see you are looking at the Calabash tree. I think It's amazing, and possibly a bit unreal, that until the Europeans brought horses to the Americas, no native animals could eat this fruit.
- 3) I see you are looking at the Calabash tree. I like to ask people if they notice something strange about the flowers and fruits of this tree. Particularly relating to where on the tree they are located.

Secondary comments:

- a. Calabash is a bit of a confusing name for this tree, since there is also a vine called the Calabash. Fruits from the Calabash trees aren't particularly good to eat, though people do eat fruit from the Calabash vine.

Stealth Interpretation

- b. These fruits are often used for food, but not to eat! They are hollowed out and used as cups, bowls, water bottles, etc.
- c. When we say “fruit” many of us think about peaches, mangos, or oranges. This fruit is very different.

Stealth Interpretation

Stealth Interpretation Ideas:

Main Message

MAIN MESSAGE (Due: March 28, 2020)

WORK SHEET

What is the single most important or interesting thing about the Conservatory?

This will form the basis of your first formal tour and potentially early interactions with visitors.

Ideally, this main message will connect all three houses in the Conservatory, but if you prefer to develop messages for each of the three houses, that's okay too.

To refine your main message:

1. Select a general topic and use it to complete the following sentence:
"Generally, my tour or talk is about:

2. Narrow the topic:
"Specifically, I want to tell my audience about:

3. Now, express your main message by completing the following sentence:
"After hearing my talk, I want my audience to understand that ...

Tips and Tools:

Use your map: As you think about your main message, think about the plants and historical information that you've put on your map. What interests you most? Why?

- Can the plants and features on your map connect to or support your main message?
- What anecdotes or information can you share?
- Can asking people to use their senses strengthen your message, or help people connect to it?

Main Message

SAMPLE MESSAGES

As you develop your main message, here are a couple of messages you can use as-is, or modify to help you get started.

Topic: Food and Medicine

Main Message/Theme:

- Today foods from other climates and countries are literally at our fingertips – either at the grocery store, or on a smart phone –the Conservatory is a place to see all kinds of food growing on trees.
- Plants are an important source for medicinal (and recreational) drugs and have been used in traditional herbal medicine for centuries.
- It is very beautiful here, but there’s a lot of culture, history, and even economic uses in these plants that you can’t tell just from looking at them.

Topic: Historical Perspectives

Main Message/Theme:

- The Lincoln Park Conservatory was an amusement park for the Victorians. A desire to experience and learn about the exotic is why previous generations built the Lincoln Park Conservatory.
- From the Glass House to Your House: The gathering of plant material for Conservatories created a demand for exotic plants a hundred years ago, however, many plants that were exotic then are common in homes today.
- Plant names, both common names and scientific names, tell an interesting story – sometimes these stories are about the plants, but often they are more about us.

Topic: The Conservatory is, and the plants in it are, amazing

Main Message/Theme:

- Some plants in the Lincoln Park Conservatory are dangerous or ugly. Knowing about these plants and why they have these unpleasant traits, helps us understand a larger ecosystem.
- It’s easy to walk past the plants without noticing them and get an overall sense of green, but if you slow down just a little, you can see, feel, or smell so much more.
- “Back to the Future” (Fernery) Ferns are ancient plants that have multiple uses in our modern day lives.
- Exotic Epiphytes. Not all plants get the nutrients they need in soil. Orchids, Bromeliads, and Carnivorous plants are perfect examples.
- Not all of the color in plants is in the flower.

Universal Ideas

| | | |
|---------------------|-----------------------------------|---------------------|
| Abundance/Scarcity | Freedom | Predestination |
| Abuse of Power | Friendship | Prejudice |
| Action vs. Apathy | Gluttony | Price of Progress |
| Addiction | Greed | Pride |
| Alienation | Growth | Progress |
| Ambition | Happiness | Purity |
| Anarchy | Hate | Quest for Knowledge |
| Atonement | Heritage | Race |
| Beating the Odds | Heroes | Reality |
| Beauty | Heroism | Rebirth |
| Belonging | Honesty | Redemption |
| Betrayal | Hope | Regret |
| Brotherhood | Humility | Religion |
| Change | Identity | Renewal |
| Chaos | Imagination | Revenge |
| Coming of Age | Individuality | Salvation |
| Community | Infidelity | Savagery |
| Companionship | Innocence | Secrecy |
| Conformity | Jealousy | Security/Safety |
| Corruption | Justice | Seizing the Moment |
| Courage | Knowledge | Sexism |
| Curiosity | Longing | Sexuality |
| Death | Love | Sloth |
| Desire | Loyalty | Solidarity |
| Destruction | Lust | Solitude |
| Dishonesty | Madness | Stability |
| Dominance | Manipulation | Struggle |
| Doubt | Materialism | Submission |
| Duty | Maturation | Success |
| Dystopia | Mortality | Suppression |
| Effects of the Past | Nature | Survival |
| Ego | Need for Change | Temptation |
| Empathy | Obligation | The Overlooked |
| Enlightenment | Obsession | The Road Not Taken |
| Failure | Parent-Child Relationships | Tradition |
| Faith | Patriotism | Trust |
| Fall from Grace | Peace | Truth |
| Family | Peer Pressure | Vanity |
| Fantasy | Perseverance | Vengeance |
| Fate | Poverty | War |
| Fear | Power | Winners and Losers |
| Fear of Failure | Power of the mind vs authority | Work |
| Fidelity | | |

100 Universal Ideas

Universal ideas are those anyone can relate to regardless of cultural differences or geographic locations. Universal ideas are a way to connect across all disciplines. Universal ideas highlight human nature and the relationship of human beings to themselves, each other, and the universe. These ideas make revelations and are often stated as generalizations.

Universal Ideas to Include in my tour

Guided Interpretation

GUIDED INTERACTION (Due: April 11, 2020)

Outline Due: April 4, 2020 – This I DO Collect

Please develop a guided interaction that shares what you think is the MOST important thing about the Conservatory and uses plants and structures throughout the Conservatory to support this point (combine your main message, map, and stealth interpretations).

One way to think about this interaction is to think of it as a story. What is the story you want to tell about the Conservatory?

People learn best, and most clearly remember, when information is cohesive. A story clearly lays out the relevant information in a logical order so that people leave knowing more than when they stared.

From start to finish, your interaction should take people through each of the three main houses, and last about 30-45 minutes.

Tips and Tools to Develop Your Tour:

Tips for developing your tour:

- People love stories; share anecdotes and information about how the plant is/was used, stories about how it got its name, what makes it unique or interesting
- People want to use their senses; they like smelling, touching, and tasting if they can; If they can't, ask them to describe things visually, or fantasize about how it was used or how it got its name

Tools for developing your tour:

- Use the map you've been developing as a source for specific plants
- Training materials including talking points and readings
- Look up information on your own

Plan for children: If you can engage the child, the parent will probably stay.

- Many of the things that engage children, also engage adults, but the reverse is not always true.
- 3-6 year-olds enjoy imagination and pretending. Keep them busy, and keep discussions short
- 6-9 year-olds enjoy discovering the answer through observation and using their senses. They like the unexpected, and speculating, but may need help drawing general conclusions. Ask them to explain their answers.
- Middle School and High School children respond well to respect and working autonomously. They are developing their own opinions, and will often base their reactions to their perception of how you treat them.

Guided Interpretation

Structure of the Guided Interaction:

Introduction:

Your introduction lays the foundation and lets the audience know what to expect. It addresses basic needs and pique interests.

Your introduction is also a good way to get to know your audience's interest and prior knowledge, as well put them at ease.

Your main message –the MOST important thing about the Conservatory – is the reason you are doing the tour at all.

Include the following bullet points in your introduction:

- Who you are
- What is going to happen
- Where you're going (if applicable)
- Where you'll end up (if applicable)
- How long it's going to take
- What will be required of the visitors
- Connect to mission
- Statement of the main message

Body:

What plants or ideas do you want to talk about? How do these stories support your main message? How do they tell your story?

Feel free to script it, but also know that writing it as bullets helps to keep the talk fresh.

Remember to include

- Anecdotes: Use examples and tell stories in each room
- Engage as many senses as possible (hearing, sight, smell, touch, taste)
- Get them to DO something – make observations, find a particular thing, come up with theories, touch a prop, etc.

Conclusion:

Should provide closure and promote a good feeling about the Conservatory. Include these points:

- Summary of main message
- Provides a larger context for the main message
- Provoke further thought or action
- Thank them for coming
- Offer to answer any questions or provide further information

Presentation Rubric

RUBRIC FOR PRESENTATIONS

These are things to think about as you move from developing the guided presentation to presenting it.

| Presentation | 1 | 2 | 3 | 4 | Thoughts/Comments |
|--|----------|----------|----------|----------|--------------------------|
| Eye Contact – did you look people in the eye | | | | | |
| Volume – did everyone hear you | | | | | |
| Clarity – did everyone understand your message | | | | | |
| Positioning – did you talk to people not plants | | | | | |
| Enthusiasm – did your interest come through | | | | | |
| Stop locations – did the stops make sense | | | | | |
| Transition – did you wait for everyone before talking | | | | | |
| Content | 1 | 2 | 3 | 4 | Thoughts/Comments |
| Accuracy – were your facts correct | | | | | |
| Flow of content – did the points flow logically | | | | | |
| Main message – was it clear | | | | | |
| Interpretation | 1 | 2 | 3 | 4 | Thoughts/Comments |
| Plant connections – did you share interesting information | | | | | |
| Personal connections – did you build on personal comments | | | | | |
| Audience knowledge – did you assess what they already know | | | | | |
| Use of props and senses – did you make them DO something | | | | | |
| Transitions -- Did one point flow logically into the next | | | | | |