



WYOMING CAPITOL SQUARE

FINAL EXHIBIT INTERPRETIVE PLAN
& CONCEPTUAL DESIGN

NOVEMBER 30, 2015

designminds

RLMG
RICHARD LEWIS MEDIA GROUP

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Introduction

Introduction and Contents

The State of Wyoming has engaged The Design Minds, Inc. to bring a new vision and interpretive approach that maximizes the visitor experience at Capitol Square. Planning for student groups is a key element of this project. The goal of this document is to capture initial planning approaches and emerging conceptual designs being proposed at this interim phase. The interpretive planning team is working closely with MOCA to insure a coordinated and efficient effort.

This document comprises several sections capturing the interpretive planning that has helped to shape initial conceptual designs for the Capitol, the Capitol extension, and the Capitol Grounds. The first section provides an overview of the current interpretive planning project to date. This overview is followed by a description of the target audiences and project goals. The next section provides a statement of the new programming and the exhibits' core and primary messages—the guiding interpretive ideas that visitors should take away from their experiences at Wyoming Capitol Square.

We then provide a brief overview of exhibit techniques that touches on how exhibitry—ranging from static displays to interactive audiovisual components—might be best deployed to tell the stories to the broadest possible audiences. Then, a high-level discussion of space planning delineates how a visitor might move through the exhibit areas (either on a tour or a self-guided visit) while outlining the contextual bases for different types of visitor experiences inside the spatial framework.

These overview discussions are followed by more detailed looks at the major interpretive areas—the Capitol extension (including the Visitor Center, Learning Center, informal meeting areas known as “collision spaces,” and hallway exhibits), the Capitol building

(including the Garden Level and interpretation scattered throughout the structure), and the Capitol building grounds. Finally, we examine potential exhibit programming and staffing needs. A more detailed discussion of budgetary options and ongoing staffing and lifecycle costs is provided in an accompanying document.

Note that the planning considerations include how visitors, primarily school groups, can maximize their experience in Cheyenne. This has included and will continue to include visiting both the Capitol and the State Museum. Other destinations, such as the Supreme Court Building, may also become part of a unified educational program.

Background of the Project to Date

The state has embarked on the restoration of the Wyoming State Capitol, which is a National Historic Landmark, and the rehabilitation of the adjacent Herschler Building. This project aims to preserve the historic character of the Capitol (and will reflect 1917 as the period of significance), improve public access, and address building deficiencies.

This planning effort focuses on the state's desire to create a new experience through which both locals (independent visitors as well as school and adult groups) and tourists may come to understand the history of Wyoming's government, the importance of the state's democratic process, and the architectural and cultural significance of the Capitol building. Wyoming has employed architectural and planning firms to develop initial designs that have provided a starting point for reimagining the new experiences. In all cases, interpretive planning adheres to the emerging Design Guidelines and Imperatives approved by the Oversight Group on Capitol Building Rehabilitation and Restoration.

In September 2015, The Design Minds met with team members and stakeholders in Cheyenne for a series of discussions to begin the interpretive planning and conceptual design process. During those meetings, stakeholders and interested parties explored the parameters of the project, defined key audiences, and provided input on interpretive approaches in the renovated Capitol Square complex. Our team presented an interim version of this plan to reviewers on October 28, 2015. Our recommendations reflect these initial discussions and subsequent review comments and feedback. **Please see Appendix A for notes from these meetings, which include summaries of each session.**

Audiences

Planning a new interpretive experience requires aligning audience expectations and desired learning outcomes with programming. Although the goal is to increase overall audiences, including non-school group visitors, research and ongoing discussions with team members reveal that the majority of the site's attendees will be school-aged children (typically visiting on class field trips), state capitol aficionados, adult tour groups, and "walkup" visitors—often small groups like older couples or families. Cheyenne residents,

citizens of Wyoming, and out-of-state tourists are all part of the future target audience. The Capitol is visited by nearly 53,000 people annually (including attendance at public events, rallies, tourists, and those who participate in government). Between 2011-2014, the Capitol averaged 20,328 tourists per year. Of those, about 2,400—nearly 12 percent of visitors—were students on classroom field trips. Ideal tour sizes are around 25 people; typical school groups range up to 30 students.



Based on this information, interpretive planning will be guided by the following:

- Programming and exhibits—especially in the Learning Center—will be developed with grades 4-12 school audiences as a primary audience.
 - 4th and 5th grade students (studying Wyoming history and Wyoming civics, respectively) are a major demographic group due to field trip attendance, and Wyoming’s social studies standards also indicate that grades 8 and 12 are major benchmark years.
 - Some teachers currently bring 11th and 12th graders on field trips that focus on meeting civics standards, and new exhibits should appeal to older students as well as 4th and 5th graders. There is a desire to increase visits by these older students.
 - School groups often split up, with half going to the Wyoming State Museum and half touring the Capitol, before switching locations. The Oversight Group has directed that the experience include both locations.
- Layered exhibits will provide different interpretive opportunities for different groups of people.
 - Unscheduled visitors—either independent “walkups” or adult tour groups—who have less time or who seek only the highest level of interpretation may seek out interactive opportunities, multimedia presentations, engaging artifact displays, or mobile technology experiences.
 - Capitol aficionados or history buffs will seek to delve more deeply into the history of Wyoming’s Capitol. These individuals will be more likely to read graphic panels and examine artifacts in detail in addition to enjoying multimedia opportunities throughout the space.
- The typical adult visitor will have a one-hour experience. Repeat visitation will be encouraged, particularly from school or tour groups.
 - A longer experience for student groups may be developed in conjunction with the State Museum. This tour may last for four hours and would allow teachers to satisfy elements of the state learning standards. The four-hour timeframe has been developed in discussions with the Wyoming Department of Education and the State Museum.

Industry Standards and Methodologies for Interpretive Planning

We have developed this master interpretive plan from best practices promulgated by the National Association for Interpretation and the National Park Service; both recognized as leaders in the field of visitor interpretative programming. Individuals who have completed NAI-Certified Interpretive Planner coursework have prepared this report. The major emphasis of NAI- and NPS-related interpretive planning is on identifying the unique attributes of a resource—in this case the State Capitol—and communicating the most important themes about that resource to a variety of visitors. That communication must find the right emotional and intellectual touchstones that will engage visitors in a personally meaningful way. To paraphrase Freeman Tilden, a founder of the field, once visitors care about a resource, they will work to protect that resource.

Interpretive programming at the Wyoming Capitol Square complex seeks to connect with residents and out-of-state visitors, young and old, those devoted to story of the Capitol and those with no prior knowledge. In order to achieve these goals, interpretive programs must be tailored to provide a clear, multi-layered narrative that draws visitors—docent-led and self-guided—along a journey of exploration and discovery. In order to be successful, programming must adhere to an established set of themes, offer a cogent series of programs, and provide measurable goals and visitor outcomes.

Trends in Interpretive Programming

Current and future trends in interpretation emphasize two key factors: individual perspectives and user-generated content. Incorporating first-person stories throughout exhibits allow connection points for visitors who may relate more to the struggles or successes of a particular individual than to a third-person description of historical events. Additionally, first-person perspectives provide an opportunity to present the stories of traditionally underrepresented historical groups, including minorities, in an impactful way.

Likewise, creating spaces for user-generated content throughout the exhibit areas invites visitors to be more than just passive tourists while visiting the Capitol. Indeed, they may be asked to respond to political issues, to contribute their thoughts on a given topic, or to describe personal stories related to topics presented at the Capitol. This can be accomplished with low-tech solutions like index cards or sophisticated multimedia displays. Regardless of the technique, we recommend including some user-generated content as part of the new Capitol Square experience.

Goals and Outcomes

Emotional and Behavioral Goals

When visiting Capitol Square, diverse audiences should feel a sense of pride in—and be motivated to be a part of—the state’s democratic process and respect or wonderment about the history and architecture of the Capitol. The objects, images, design approaches,

and stories will be selected to inspire and intrigue visitors, elucidating civics in ways they have not experienced. Students will be encouraged to learn more, residents will gain pride in their state, and tourists will be impressed to discover the stories behind Capitol Square. They will also quickly realize that the Capitol is only one entry point to the larger Wyoming story that is told in the Wyoming State Museum, the Wyoming Supreme Court, and other relevant cultural sites in and around Cheyenne.

Educational Goals

Like typical visitors to museums and visitor centers, the expected audience at the Wyoming Capitol will include people from three broad categories— industry jargon names these visitor types streakers, strollers, or studiers. Streakers move through the exhibits quickly, catching the highlights and looking at a few eye-catching things. Strollers generally spend time learning the main stories and key objects and images; they have a working knowledge of the topic at hand. Studiers visit each piece of the installation, exploring topics in detail and gathering in-depth knowledge of the exhibit themes and meanings. They will interact with touchscreens, open drawers, and read almost every label.

Each of these visitor types also brings different learning styles. Some are visual learners—they prefer to look at objects and images and read text. Others are auditory learners, preferring listening stations and audio tours. There are experiential learners who like to be immersed in the situation (examples include participating as a legislator in a civics lesson). Tactile learners prefer hands-on approaches to learning. Good design incorporates elements that appeal to all these learning styles across the whole experience. It is our goal to provide an environment in the Wyoming Capitol where all learners will be able to absorb the key messages of the exhibit, whether through bold headlines, interpretive text, audio oral history segments, or hands-on and multimedia interactives.

Students are a primary audience, and they share many characteristics of typical visitors. As we plan for an experience that meets the needs of Wyoming's students, we are mindful of the state's Social Studies Content and Performance Standards. These standards, **excerpts of which we have included as Appendix D**, are a critical guide to creating interpretive programming that will encourage teachers to bring their classes to Cheyenne. The more directly programming ties to these standards, the more value schools will see in taking Capitol tours. Though the Capitol Square exhibits will cover Content Standards 1 through 6 (as noted on page 5 of Appendix D), the interpretation will largely focus on Content Standard 1, which analyzes citizenship, government, and democracy. This standard's rationale states:

*“The vitality and continuation of a democratic republic depends upon the education and **participation of informed citizens**. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to **the rights and responsibilities of good citizenship**.”*

As part of this planning effort, we have generated a questionnaire for Wyoming teachers who have brought students to the Capitol for field trips. This form asks teachers how the Capitol exhibits should reflect social studies standards, what civics issues most interest students, how new programming could improve their experiences at the Capitol, and other similar questions. As of this writing, we have received responses from 13 educators. **The questionnaire and its subsequent responses are attached to this document as Appendix C.**

Our main focus will be on the fourth (4th) and fifth (5th) graders who are the primary school group audiences. However, the exhibits must consider requirements for students in 8th grade and 12th grade—both of which are “benchmark” years in the Wyoming school system. At the same time, the exhibits will not come across as purely informational or geared towards children. There will be many times when school groups are not occupying the Learning Center, and we hope to maximize the value of the space by providing general visitors with additional interpretive material. Our goal is to make exhibits that appeal to all ages, backgrounds, and learning abilities.

Interpretive Objectives and Outcomes

The success of interpretive programming at the new Wyoming Capitol Square must be measurable by assessing how well the goals of the interpretive plan are ultimately achieved. Objectives are key considerations in developing ongoing programming, and will continue to guide the planning process. In discussions with members of the project team, the planning team identified several visitor outcomes. Upon completing their visit to the Capitol extension, building, and grounds the majority of visitors will:

- Identify the importance of the Capitol building as a Wyoming cultural, architectural, and civic treasure.
- Understand how Wyoming’s government works.
- Be inspired to be active participants in the political process.
- Identify key events, individuals, and themes in Wyoming’s history, specifically as these relate to the government process.
- Support the maintenance and ongoing preservation of the Capitol.
- Appreciate the importance of educating Wyoming youth in Wyoming civics and history.

Each of the themes and topics that will emerge from this planning process should support these outcomes.

Measurable Performance Indicators

Once new programming is in place, it is important that the plan be evaluated against pre-established goals. At this juncture, potential measureable goals include:

- Increase overall attendance by 20% during the first year after reopening.

Year	Total Visitation to Capitol	Adult Tours
2011	24,215	
2012	20,515	
2013	19,294	
2014	17,291	63
2015	12,399 (as of 10/26/15)*	47
2019	25,000	150 (offered)
2020	32,000	

*One reason for diminishing numbers is that the Capitol recently stopped counting lobbyists and other day-to-day visitors in its total visitation numbers. While we understand that, our measurable goals continue to stress the need for increased awareness and attendance at the Capitol. We also believe that the Capitol should have a total visitation number within range of the State Museum's attendance figures. See below for more information.

- Within three years, Capitol Square visitation should be equal to at least 80% of State Museum attendance numbers. State Museum numbers have consistently grown, and new visitor programming at the Capitol should aspire to similar growth.
- Increase school group attendance to match or exceed 2013/14 school year numbers (2,700). Note that, in Utah, 36% of all tours are school groups. In Idaho, 62% of all tours are for student groups. We recommend assessing a benchmark of 50% of all tours be student field trips.

School Year	Field Trips to Capitol	Field Trips to the Museum	Shared Field Trips
2013/14	2,700 (108 classes)	3,653 (110 classes)	1,215 (47 classes)
2014/15	2,425 (97 classes)	3,686 (143 classes)	1,590 (61 classes)

- Increase the percentage of shared field trips among 4th and 5th grade classes to 75%.
- Increase the length of an average independent visitor's experience at the Capitol Complex to 1.5 hours. This would include a one-hour tour (45 minutes in the Capitol building, 15 minutes in the Capitol extension) as well as encouragement to explore the Capitol and its grounds independently with mobile technology.

- Commit to having two changing exhibits each year. At a minimum, some Capitol extension “collision spaces” should be changed out for each legislative session.
- Initiate social media plan for launch in 2017 to drive awareness and engagement.

Core and Primary Messages

During our kickoff meetings with stakeholders and interested parties, we discussed feedback on what the exhibit’s main themes should be. The following messages have been derived from those discussions and are intended to guide the planning for the Wyoming Capitol Square project. The chief messages are:

- Working Tagline: *The People’s House: Explore the Most Important Building in Wyoming*
- Core Message: Like Wyoming’s government, the Capitol building is rooted in history and has evolved over time to meet the needs of its changing constituency. The “People’s House”—one of the few American Capitol structures to serve both a territory and a state—remains a landmark of democracy that is open to all citizens.
- Primary Messages:
 - Wyoming’s government and its Capitol are accessible to all citizens.
 - The state’s distinct political history continues to shape how our government operates today.
 - The architecture and history of the Capitol building are significant and continue to reflect the needs of an evolving government.
 - Wyoming’s democratic process has successfully brought generations of people together to govern.
 - Citizens, especially students, should be inspired by the Capitol and want to participate in their government.
 - The Capitol building houses a unique art collection.

Interpretive Techniques and Approaches

An effective exhibit reaches a diverse audience. This includes visitors who learn primarily through visuals, for example, as well as those who are readers. Some people, including but not exclusively, those with limited reading comprehension (or English language skills) make connections with content through tactile and other sensory exhibits. The Capitol Square exhibits will leverage a variety of techniques—ranging from interpretive graphics to multimedia interactives—to appeal to a broad audience. This section highlights some of the exhibit media and considerations that have shaped the emerging design approach.

Universal/Accessible Design

Universal and accessible design is a major consideration in each aspect of our team's exhibit development process. This design approach is marked by multisensory methods of educating visitors and communicating main ideas, as well as by creating environments that foster learning while also meeting ADA standards. Visitors with a wide range of backgrounds, ages, levels of interest, and abilities will be able to engage with the material. An example of a universal design approach is the treatment of artifacts.



Most historic artifacts are accessible only by sight. When appropriate, an interactive involving a reproduction of an object could allow those with difficulty seeing or those who learn through tactile experiences to engage with the material at hand. For example, the state may want to display a **notarial seal press stamp** from Wyoming's territorial period. An interactive located near this display could allow visitors to stamp or emboss a Wyoming Territory seal on a piece of paper as a takeaway object. Note that capitol aficionados seek out a special stamp commemorating the visit as well.



Interpretive Graphics and Text

Exhibit panels should be more than just “text on a wall.” When properly executed, **interpretive graphics** provide a window into the past, allowing visitors to make immediate connections with historic topics. As we develop graphics, our designers take inspiration from an exhibit's setting and major themes. Design flourishes may mirror elements of the Capitol's architecture. Colors may complement the historic color palette. Imagery focused on individuals—be they legislators, constituents, even Capitol construction workers—immediately conveys the important role of people in Wyoming's state government.

Interpretive text will not just list a series of facts, but will actively engage visitors by asking them questions or encouraging them to consider how they would react to a given situation. Simply mentioning that the Capitol cost \$150,000 to build in 1890 does not provide a real sense of cost to 2015 visitors. Instead, we could provide an interpretive link by explaining that this price would be the equivalent of nearly \$4 million today. Pairing these kinds of links with effective imagery and interpretive designs will enable the Capitol exhibits to reach out and grab a visitor's attention.

Exhibits located in the Capitol building need to respect the building as the chief artifact. It may be appropriate to include portable components that also meet interpretive needs. For

example movable reader rail graphics that can be taken down while the Legislature is in session. When the session is over, these graphics can be put back into place with ease. Any wall panels on the main levels (1-3) of the Capitol should be unobtrusive in design and minimal in quantity.

Artifacts

Artifacts comprise an important piece of the overall visitor experience. Objects presented without contextual displays and information mean almost nothing to most visitors—especially those just learning about Wyoming’s past and government. Interpretive design aims to give meaning to the objects, so that visitors can make connections with their own lives and experiences. In this way, they will best appreciate Wyoming’s collection and value the government’s heritage.

In order to avoid the pitfalls of a “grandmother’s attic” display or a scattered approach to storytelling, interpretive planning is critical to provide a reasoned approach that maximizes the collection in such a way that visitors are able to make these meaningful connections. Good interpretive design incorporates multiple approaches to displaying artifacts. The look and feel of **cases** found inside the Capitol extension, for example, may differ slightly from those in the Capitol’s Garden Level exhibits. In



keeping with a layered design approach, some artifacts may be presented with themed backgrounds, while others (including portraits) may lend themselves to a more traditional display style. As we move forward, important discussion points will include the number of artifacts that should be displayed as well as the style and location of these cases. Note that this guidance is not dissimilar from the architectural approach to rehabilitating the Capitol connector, seeking inspiration from the Capitol building without trying to mimic or upstage the seminal structure.

Smart Uses of Media and Technology (Summary)

Stakeholders and interested parties expressed a desire that these exhibits utilize audiovisual components, but they should not be the sole thrust of the experience. Technology is a major element of most successful visitor center or museum experiences. Visitors expect to be engaged by active media, and the use of audiovisual programs allows museums to provide far more avenues for visitor connection than has been possible at any time in the past. At the same time, technology should not be included unless it furthers interpretive goals. The Legislative Services Office also reiterated that ongoing costs

associated with maintaining technology (content and equipment) are an important consideration to weigh before moving forward with such solutions.

For the Capitol Square project, The Design Minds, Inc. has teamed with Richard Lewis Media Group, a firm specializing in the planning, design and production of media exhibits and applications for museums and other cultural institutions. Together, we are committed to sensibly incorporating technology. We understand the importance of a unified media approach that fits with the overall design across the Capitol's public spaces. Each exhibit needs to serve both docent-led groups and self-guided visitors from across Wyoming and beyond. Throughout, the exhibits should reinforce the idea that the Capitol is not only historic and important, but is "the people's house"—giving visitors the chance to see how government is relevant to their lives, and how they can participate.

Multimedia interactives and other audiovisual components will complement, not replace, static exhibits and artifacts. Interactives should be developed with multiple age groups in mind, as our target audience varies from young children (who may be more adept at using technology) to senior citizens (many of whom, it must be noted, are also quite comfortable with smart phones, touch screens, and the like). Within that broadly defined framework, several types of audiovisual elements have been identified for implementation in the Capitol Square exhibits. These may include:

- Interactive Learning Center Technology (Projections, Input Devices, Etc.)
- Interactive Timeline of Wyoming Political History
- User-Generated Content (Debate Wall, Submit Your Picture, Etc.)
- "How a Bill Becomes a Law" Interactive
- Exploration of Documents and Biographies through Touchscreens or Touchtables
- "Make a Speech" Interactive
- Slideshows/Changing Imagery

A more robust discussion of the media approach within the overall interpretive framework appears in a later section of this document. We will describe possible exhibits for each space, tailored to specific interpretive goals noted in the conceptual design kickoff meeting and subsequent conversations with docents, schoolteachers, and other stakeholders. While the specifics of each exhibit will necessarily change as decisions are made about budget and overall design, we feel these are key goals that will remain central to the visitor experience as the project continues to take shape. We have also identified several benchmark projects that represent how we and others have achieved similar goals elsewhere. While we do not intend that any of these would translate directly for the Capitol Square project, we include them to give some common reference points as we start a conversation about what media approaches you find most appropriate and appealing in terms of format, design, technical approach, and cost.

As media hardware is determined, costs of upkeep will be considered. Lifecycle costs for media programs and software are minimal; any systems allowing for future updates will be designed so tour guides and other staff can edit content easily, which would be included in the initial costs. Opportunities for future updates are described along with each multimedia experience below.

Using Mobile Technology

Hand-held devices—phones, tablets, and media players—have become an increasingly ubiquitous part of daily life. These provide a truly visitor-directed experience: they put digital media and guided interpretation in the user’s hands. A responsive mobile website or application developed specifically for the Capitol Square experience would enhance a visitor’s experience by revealing additional layers of content and supplementing guided tours. It could underline each of the exhibit’s major topics: architecture, civics, Wyoming political history, and art. **Please see Appendix D for more information on how other State Capitols have used mobile technology to enhance the visitor experience.**

Mobile technology’s level of functionality depends on budget. Media designers could create a mobile website that functions as a digital guided tour through the exhibits. This “virtual brochure” approach would allow visitors to tap on images, icons, or numbers representing various tour stops to learn more information. Alternatively, app designers could create a custom interface unique to the Capitol Square exhibits. This could go beyond the capabilities of mobile site, perhaps including location-based functionality, audio and video components, or even augmented reality features. For example, visitors touring the Senate or House chambers may be able to hold their devices up and overlay historic photos of the chambers over live views using the mobile device’s camera.

A responsive website has several advantages over a custom-designed app. A mobile site may be easier and more cost-effective to maintain over time. Custom-designed applications are often created for one operating system (i.e. iOS) before being ported to a different platform (such as Android), increasing costs and potentially limiting the app’s availability. Additionally, apps need to be downloaded to devices, whereas mobile sites work without downloading (as long as Internet access is readily available). However, a responsive mobile site requires a persistent web connection and may be less robust than a custom-designed app. Features such as augmented reality may not be executable via a mobile website.

Regardless of format, potential mobile programs may include:

- **Interpret the Art & Architecture of the Building**
Throughout the Capitol, when visitors encounter architectural and artistic details, they may be able to “peel back” historic layers on their device to view the original plans for each space and photos of the building under construction. In places, these could be stitched together into time-lapse videos. Fun facts and “did you notice”

highlights like those composed by the Legislative Services Office could pop up as visitors view the series of historic legislative composites. And to accompany the Governors' portraits on the first floor of the Capitol, visitors' devices could play short snippets from the oral histories housed at the Wyoming State Museum, reflecting on the role of the governor and what makes Wyoming special; for example, from Governor Geringer's oral history "To me, the best form of governing is when people feel that they've done it themselves. They will always give credit to a leader who has enabled them...There's such a temptation when you hold a high office that you deserve it. But you don't. You just hold it."

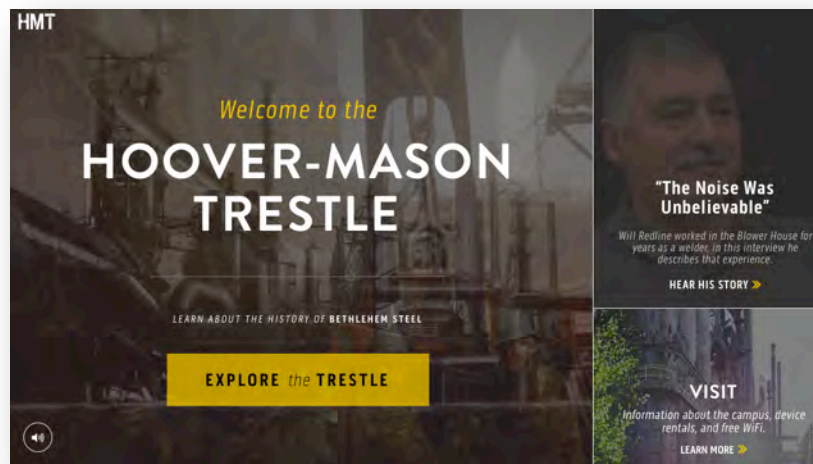
- **Provide Customized Tours**
Visitors could choose between tours focused on the history of the Capitol building, the history of the legislature, or current events—or to select whether they want a more adult-oriented or kid-oriented presentation of information.
- **Let Visitors Interact Throughout the Visit**
Mobile devices provide visitors many ways to interact throughout their visit—not only following a tour and receiving content, but using the device as part of a role playing experience in the Learning Center, and at other key locations to register their opinion on the issues, vote on poll questions, and complete other tasks. This approach would have consequences for the design of media experiences throughout.

Mobile Technology Examples

Responsive Web Site | Hoover-Mason Trestle

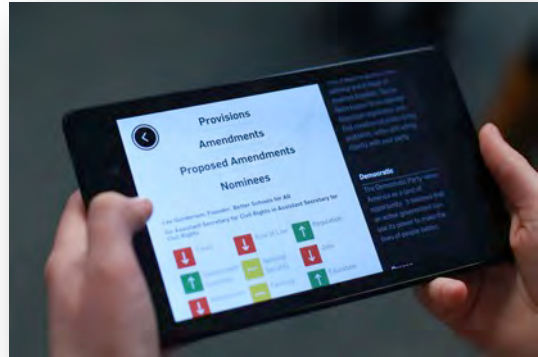
<http://hoovermason.com/>

This responsive site (viewable on both mobile or desktop browsers) for the Hoover-Mason Trestle in Pittsburgh is a strong example of place-based, multimedia interpretation achieved without a native app.



**Poll Questions |
Edward M. Kennedy Institute**
<https://goo.gl/0nOpDR>

Visitors carry a tablet throughout their visit at the institute. It provides supplemental content and a guide to the space, as well as opportunities for visitors to vote in polls and complete activities that correspond to certain exhibits.



**Only in Albuquerque |
Albuquerque Museum**
<https://goo.gl/MBeai2>

This mobile experience uses triggers embedded in a large floor map of Albuquerque to launch displays of stories that correspond to the part of the city that a visitor is viewing. Visitors can also access additional content about artifacts and hear first-person accounts from Albuquerque residents past and present.

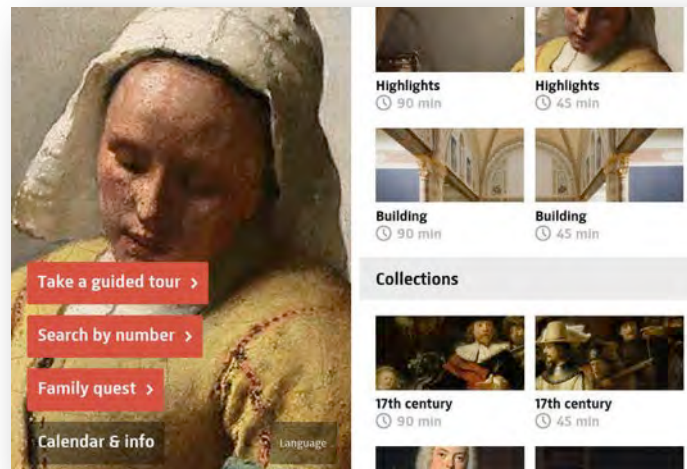
Mobile Experience | McLeod Plantation

This technology provides first-person perspectives from the enslaved African Americans who worked at McLeod, a plantation in Charleston, South Carolina. As visitors travel from site to site across this complex, they can tap on their location to learn more about the plantation, the people who lived and worked there, and the architectural features of various buildings.



Customizable Tours | Rijksmuseum

Visitors to the Rijksmuseum can select from among a number of curated tours or “family quest” scavenger hunts based on their interest in particular eras, styles, and genres.



Mobile Guide | Nelson-Atkins Museum of Art

<http://naguide.org/>

This mobile site provides visitors with an audio guide, self-guided tours of the Museum, and games and tours for groups with children.



Website

We recommend overhauling the visitor tour webpage to increase the Capitol's online presence and enhance the pre-visit experience. The Wyoming Capitol Square Project website (www.wyomingcapitolsquare.com) does a good job of sending out information to visitors and could be a model platform for this effort. Currently, the visitor tour information page provides a text-based overview of the tour experience, allows visitors to copy and paste a tour request form into an email, and gives suggestions on how to prepare for a trip to the Capitol. Visitors can also learn about scheduling a legislative visit.

We suggest considering the following changes to the website:

- Create a responsive mobile site that features some of the key functions listed on the previous pages.
- Provide links to resources for teachers and students, including examples of interpretive programming at the Capitol. Resources must relate to the state standards for visiting students.
- Create a social media presence on Facebook, Twitter, and Instagram. Then, encourage visitors using those platforms to post photos of their visit with hashtags (such as #WYCapitolTour) and consider adding the images to the Capitol's social media sites. Also, the Capitol should provide a link to its social media pages via clickable icons on the Capitol tours website.
- Consider starting a YouTube channel and post video highlights of the tour to further entice visitors who are considering a trip to Cheyenne. YouTube videos could then be linked on the main Capitol tours webpage.
- Develop a blog to update visitors on events at the Capitol or highlight interesting stories related to the Capitol's history.
- Allow visitors to sign up for email updates on Capitol events and use an off-the-shelf email service (such as MailChimp) to send periodic emails to those who registered.
- Make the tour request form into an interactive online submission rather than asking visitors to copy the form, paste it into an email, and fill it out.
- Embed an online interactive map that allows visitors to locate the Capitol building in Cheyenne and get directions to the Capitol.
- Integrate links to other sites in Cheyenne, including the State Museum, Visit Cheyenne, the Depot, the Historic Governor's Mansion, the Old Supreme Court, and other historic locations.
- Give visitors an opportunity to provide feedback on their Capitol experience.

Chart Indicating Potential Techniques and Interpretive Areas

PROGRAMMATIC TECHNIQUE	INTERPRETIVE AREA							
	Welcome Area	Visitor Center and Learning Center	“Collision Spaces” in Capitol Extension	Media Room	Capitol Extension Outside Meeting Rooms	Garden Level	Levels 1-3	Exterior Waysides
Composites/ Portraits/ Public Art					1		1	
Orientation Graphics	1					1		1
Interpretive Graphics	1	1	1			1	1	1
Exhibit Casework	1	1	1			1		
Exhibit Tactile Elements	2	1				1		3
Multimedia Interactives	3	2	3	3	3	2		
AV Film		2						
Mobile Site/App	3		3			2	2	2
School Group Docent Program (Capitol Extension)		1						
Guided Tour (Capitol)		2				1	1	

Green interpretive areas are in the Capitol extension. Red interpretive areas are in the Capitol building or on the Capitol grounds.

- 1 = Include as Base Level Experience**
- 2 = Include to Enhance Base Level Experience**
- 3 = High-End Interactive Experience**

Existing and Available Content Resources

This section provides a preliminary list of potential sources for Capitol Square exhibit content. As part of the planning process, we surveyed multiple organizations to get a sense of their existing and available photographs, film clips, audio files, historic documents, and other items. We received the following information:

Wyoming State Museum

- The State Museum will provide artifacts for display throughout the Capitol complex. A chronological list of possible items may be found in **Appendix E: Wyoming Timeline and Potential State Museum Artifacts**.
- The Museum has a broad base of resources available to them in the Wyoming State Archives and the American Heritage Center. Between those two repositories, the Museum has access to a wide array of primary resources—photos, documents, and oral histories—applicable to the political history in Wyoming as well as the social story. For example, the Wyoming State Archives has a great collection of oral histories, particularly of Governors, at the following link:
<http://wyospcr.state.wy.us/MultiMedia/Index.aspx?mmtypID=3>

Wyoming State Archives

- Capitol Building Commission records: these include contracts for the construction of the original building and 2 additions, minutes of the commission, files relating to the work including invoices and correspondence with vendors for materials and fixtures, maintenance issues, and other concerns.
- Legislative documents: these include bills, session laws, constitutional convention materials, and other items.
- State government records: these documents can help tell the story of the departments that were once/are housed in the building. The Archives is the official repository for state government records, so most of those scheduled for permanent retention have made it to the Archives.
- Building plans: The Archives has the original building plans for the Capitol, though they would need to get approval from A&I before using them in a display.
- Newspapers from around Wyoming dating from 1867-present. 1867-1922 are available online at newspapers.wyo.gov.
- Commemorative bulletins and programs: there are many programs scattered throughout the collection for events held within the Capitol, such as inaugurations, statue dedications, and other occasions.
- Oral histories and audiovisual material: some audio oral histories by governors, perhaps a couple relating to the building itself, along with a couple of films showing inaugurations, esp. 1960s-1990s.
- Photos: many photos of the Capitol building & grounds from 1886-1990s including construction phases, interiors, legislative sessions, offices (especially the Governor's office), exteriors, grounds, events, building documentation, and other items.

Legislative Services Office

- Composite narratives and historical fact sheet (which provide political history): <http://legisweb.state.wy.us/LSOWEB/LegCompositeExhibit.aspx>
- Lesson plans developed in-house or in partnership with civic education organizations:
<http://legisweb.state.wy.us/BackToSchoolProgram/backtoschoolmain.aspx>
- Two videos about Wyoming's legislative process developed several years ago (only available on VHS).
- State Archives would house any historic photos that might be available of the Legislature and the Capitol. They have copies of all of the Capitol's member composites.

American Heritage Center

- This University of Wyoming organization may have some additional materials, especially for specific topics. They have a very eclectic collection of manuscripts, rare books, and imagery. Though their collection is internationally known, the AHC exists to serve the students and citizens of Wyoming. The AHC also sponsors scholarly and popular programs including lectures, symposia, and exhibits.
- AHC website: <http://www.uwyo.edu/ahc/>

Wyoming Historic Governor's Mansion

- This institution's staff has done quite a bit of research on specific governors, especially those between 1905-1976 (the period where the house was in active use by executives). Some of this information may be useful in the development and design of new exhibits.
- Historic Governor's Mansion website:
<http://wyoparks.state.wy.us/Site/SiteInfo.aspx?siteID=23>

The Visitor Experience

Existing Approaches

The Capitol has been open to the public from 8am to 5pm, Monday through Friday. The Information Desk, currently located on the first floor, has opened between 8:30am and 4:30pm for tours of the building and to answer any visitor questions. Visitors may enter the Capitol through one of four main entrances.

Broadly speaking, three types of tourists have visited the Capitol both past and present: school field trips, organized tour groups, and independent visitors (those traveling alone or in small groups). The following sections detail the similarities and differences between these different groups and their pre-2016 experiences at the Capitol building.

School Field Trips

Though some field trips travel only to the Capitol, many school groups—each consisting of about 40 to 60 students—split up, with half going to the State Museum and half touring the Capitol before switching locations. When inside the Capitol, students follow the same tour path as other large groups (see the description above for reference). While the tour stops are the same, the tour guide does highlight different stories that younger audiences may find more engaging. Additionally, fifth graders currently spend 30 minutes in the chambers when the legislature is in session. When reserving their tour, teachers may request an appointment with the governor. If the governor is available, then the students may get a chance to meet the state’s chief executive.

The Legislative Services Office (LSO) has developed interpretive programming to explore Wyoming’s civics for young audiences. When the Legislature is not in session, groups assemble in the chambers. This programming is separate from the typical Capitol tour experience. Schools make arrangements with the LSO prior to arrival and can receive lesson plans before their trips to the Capitol. The “Learning with Legislators” program is offered to 5th grade Cheyenne students and allows them to interact with lawmakers. However, this program—popular with students and legislators alike—is only provided on a relatively infrequent basis at this time.

Organized Tour Groups

Before their visit, large tour groups may schedule a tour by using an online request form. However, many groups do not register prior to their visit, and the Capitol accommodates tourists as needed. Upon arrival, buses drop visitors off in a space southeast of the building. Groups most typically enter the Capitol from the South entrance, though others do access the building via the Garden Level underneath those same steps. Once inside, they report to the Information Desk on the building’s first floor. Currently, there is one tour guide on staff.

The **tour** provides an overview of the history of the Capitol and its current usage. The Rotunda, all three main floors, the legislative chambers, and the mural in Room 302 are all covered as part of this tour, which lasts up to an hour. After congregating near the Information Desk, visitors are told to take the stairs or elevator to the third floor and meet the tour guide in Room 302. Here, the guide provides a brief history of the Capitol and describes the current functions of the building. The tour group then steps outside Room 302 to view images of the Capitol during three different eras, showing the building’s evolution over time. The group then views the Senate chambers before moving on to an



overlook of the House chambers. Along the way, the guide highlights legislative composites. The tour then descends to the second floor, where the group views more composites along with the House lobby. The guide also points out an upside-down spindle, a unique feature with an engaging story. The group then moves to the first floor, where they currently view governor's portraits, a bust of Lincoln, the large bison, and other features before ending their tour. At times, visitors are brought into the Governor's office and/or conference rooms, and may even meet the governor or other elected officials if they are available. Throughout the experience, the tour guide highlights key architectural elements found throughout the building.

During legislative sessions, the spaces on the main levels (1-3) are very active. Access to the Capitol's facilities is dependent upon availability as determined by the State Building Commission as well as the occupants of the Capitol offices. Planned visits with elected officials must be arranged directly with the elected official's individual office.

Independent Visitors

Many visitors to the Capitol are not traveling in large groups. Capitol aficionados—there is a devoted group of people who strive to visit each state capitol to stamp their Capitol Collection Souvenir Passport Books—history buffs, tourists, and locals often walk up to the Capitol and decide to explore. There are also visitors who want a less formal experience and prefer to learn about the building on their own. As such, the Capitol also encourages self-guided exploration of the building. Booklets provided at the Information Desk allow visitors to experience the Capitol at their leisure. They may enter many of the building's rooms and read interpretive panels on legislative composites, governor's portraits, and artwork that also provide insight into Wyoming's history. Alternatively, small groups may participate in the guided tour described in the preceding paragraphs. These tours are not conducted on a set schedule, but are given on an as-needed basis.

Creating a New Visitor Experience

The ongoing renovation of the Capitol and the Capitol extension will alter the visitor experience, providing an opportunity to rethink the ways that visitors tour the Capitol. Certain specifics will remain the same—visitors will still be able to walk into the Capitol, go on guided tours of the building, and read interpretive panels judiciously placed throughout the site. However, there will be additional exhibits in the Capitol's Garden Level and the Capitol extension. Additionally, there will be a dedicated Learning Center in the Capitol extension that will provide an area for students to experience the LSO's—and potentially other groups'—interpretive programming. This Learning Center may also double as an orientation space for large groups and could feature a brief film for general audiences highlighting Wyoming's political history and the importance of the Capitol building.

Visitors will now arrive at one of two locations. Those traveling to the site via bus, including tour groups and classes on school field trips, will be dropped off at a dedicated

stop north of the Capitol extension. Interpretive programming for students will begin at the extension’s Learning Center, while tour groups may briefly explore Visitor Center exhibits (including the Learning Center, if available) before proceeding towards the Capitol through a Connector hallway. Some independent visitors traveling alone or in small groups may enter from the Capitol extension, but most will simply walk into the Capitol building. We expect the majority of these visitors will continue to enter from the south side, drawn by the grand stairs entering the building.

The following chart highlights how different types of visitors may move through the proposed spaces and the amount of time that will be spent in each area. Note that the school groups have been divided into “A” and “B” sections. That is because field trips are frequently split into two groups, with one beginning their experience at the State Museum while the other tours the Capitol before swapping locations. We propose keeping that general format for the new Capitol exhibits, but—based on feedback from the Department of Education and the State Museum—we recommend increasing the amount of time spent by students at the Capitol (and at the State Museum). More details on each category of visitor will follow this chart.

	School Group A	School Group B	Other Bus Group	Individuals and Small Groups
Length of Experience	4 hours (30 minutes for lunch)	4 hours (30 minutes for lunch)	1 hour (welcome & tour)	45 minutes (tour) / self-guided exploration (untimed)
Tours Begin at...	Capitol Extension	State Museum	Capitol Extension	Capitol Garden Level
First Phase	Learning Center (45 minutes)	State Museum Programming (approx. 1.5 hours)	Visitor Center Exhibits/ Capitol Extension [and the Learning Center, if available] (10 minutes)	Start at Information Desk; Gather for timed tours on Garden Level (West); View interpretive exhibits on Garden Level
Second Phase	Visitor Center Exhibits (10 minutes)		Capitol Extension (walk through)	Docent Tour of Capitol Building (45 minutes)
Third Phase	Connector (walk through)		Capitol Building Tour (45 minutes)	
Fourth Phase	Capitol Building Tour (30 minutes)		N/A	
Next Destination	Lunch (30 minutes)/ Capitol Grounds/ State Museum	Capitol Grounds/ Lunch (30 minutes)/ Learning Center [to begin their tours of the Capitol]	Encouraged to explore Capitol Building/Grounds on own, use mobile technology	Encouraged to explore Capitol Building/Grounds on own, use mobile technology AND to visit Capitol Extension / Interpretive Exhibits

Organized Tour Groups

Before their journey, groups will be encouraged to reserve a tour time online or over the phone. This will help the Capitol plan their daily tour times and staffing needs for a given day. Once they reserve a time, the group will be notified that their tour will take approximately one hour and that the experience begins at the Capitol extension.

A dedicated bus stop provides a launching point for group tours of the Capitol complex. Visitors will disembark and descend via stairs or elevator to the Capitol extension. Once inside, they will find a Welcome Area with orientation signage and, potentially, a couple of interpretive exhibits. A docent will greet the group at an Information Desk and provide an overview of the one-hour tour experience while also orienting visitors to the opportunities found within this section of the Capitol extension. Additionally, the docent may encourage visitors to check out the Capitol's mobile site or app (if they have not already done so) via the building's free Wi-Fi network. They will be told that the mobile experience enhances the Capitol tour, and that a limited number of mobile units are available for rental at the Capitol's Garden Level Information Desk.

Visitor Center exhibits may focus on civics through interpretive panels, interactive elements, and encased artifacts. The docent may also encourage exploration of the Learning Center, which is located just off of the Visitor Center. While designed with student audiences in mind, these exhibits will also encourage adult visitors to use interactive exhibits and learn more about the state's political process. This multipurpose room could also function as an orientation theater, providing visitors with a brief film on the Capitol and its importance to Wyoming history and politics.

Visitors will then be directed through the Connector hallway towards the Capitol building. Along the way, visitors may briefly view this area's artifact displays and interpretive exhibits, which may focus on key legislators, historic political events, Capitol memorabilia, and other topics. These exhibits will largely be concentrated in informal meeting areas known as "collision spaces."

Visitors arrive at the Capitol building's Garden Level and, depending on fluctuating needs, may have to pass through a metal detector. Once inside, they will find an additional Information Desk where a guide greets them before launching the Capitol building tour. The guide will remind visitors to look up the mobile site or app on their smart devices via a free Wi-Fi connection. Should visitors not own such a device, a small number of tablets may be available for rent. While the guide prepares to launch the tour, visitors may explore interpretive exhibits found in the Garden Level.

The tour guide will instruct visitors to gather in the west corridor of the Garden Level. As the tour begins, interpretation found in this area will provide an overview of the Capitol and Wyoming's history (with a focus on politics). The guide may use this interpretation as a

teaching tool to provide the audience with an introduction to the tour. From here, the group may move up to the third floor and proceed to Room 302. Much of the interpretive information previously given in this room would be discussed in the Garden Level, but the guide may wish to show the large painting found inside this room.

We foresee little alteration of the existing tour, but there should be an additional stop focusing on the restored Supreme Court chambers at the north end of the 2nd floor. This stop would provide a good opportunity to discuss the 1888 territorial core of the building, with the Territorial House located in the two-story restored space (current Room 213) to the north and the Territorial Council (analogous to the Senate) located on the south side of the second floor (currently Room 204). The tour could also discuss how the original House and Senate chambers were located on the second floor in the 1890 wings, as well as discussing that the State Library used to be located on the east end of the first floor and basement in the Governor's Office. Additionally, the tour may take visitors into the building's committee rooms when they are not in use. The 2014 Wyoming State Capitol Feasibility Study examines the function of various rooms in 1888, 1890, 1917, and other periods. That document can be found at the following link:

http://ai_files.wyo.gov/ConstructionManagement/Files/VolumeI.pdf

We also recommend setting the Capitol building tour length for these large groups at approximately 45 minutes. Typically, such a group may not want to spend more than an hour on a guided tour, and the addition of exhibits in the Capitol extension necessitates some extra time spent in that space. Additionally, we suggest that the guide incorporate mentions of mobile content at various stops. Many visitors will already have a desire to use their devices during the tour. Encouraging them to utilize the mobile site or app's additional content during the tour will be a prudent use of exhibit resources and provide a chance for them to connect technology with physical spaces.

Once the tour has completed, visitors will be encouraged to explore the Capitol building and grounds on their own for a limited period of time. They will be told to look out for interpretive panels scattered throughout the Capitol. Their mobile devices may be used to deploy additional content about architectural details, historic events, or personal perspectives. After they have finished their independent exploration, visitors will head back to the Capitol extension and exit.

School Field Trips

In our new interpretive plan, we suggest that students split their time in Cheyenne between the State Museum and the Capitol. Due to the additional exhibitry and Learning Center space under development in the Capitol extension, we recommend increasing the amount of time spent at Capitol Square to an hour and a half (up from current tours that last approximately one hour) with an additional half hour for lunch. This, combined with an

approximately two-hour experience at the State Museum, would make the total field trip last for approximately four hours.

Teachers will be able to reserve a tour time online or over the phone before their field trip. As part of their pre-tour planning, teachers could choose from several available topics for the legislative role-playing experience in the Learning Center, allowing their experience to focus on an issue relevant to their students and curriculum. If they wish to meet with the governor, they should inform the Capitol of this request. Capitol representatives will then determine if the governor is available to say hello during the tour. Teachers will also be able to find information on the mobile site or app online and may wish to advise parents of the mobile functionality within the space. Should parents provide consent, students with smart devices may be able to download the app or access the site at home prior to their field trip. Additionally, we recommend that teachers reach out to the LSO in an effort to discuss programming opportunities on the day of their visit. This will help the LSO determine what programs should be run out of the Learning Center and whether any legislators are available to participate.

As previously stated, school groups will be divided into “A” and “B” sections, with one beginning their experience at the State Museum while the other tours the Capitol before switching. They will begin their Capitol visit at the same bus stop that serves large tour groups. From here, the students will travel to the Capitol extension. Once inside the Welcome Area, a docent will greet them near an Information Desk. From this gathering point, the students will be given an overview of their Capitol Square visit and ushered into the Learning Center.

Students will have a 45-minute experience inside the Learning Center. This multipurpose space consists of physical and multimedia interpretive exhibits focusing on Wyoming’s civics and political history. This room could host a brief film introducing students to the major themes of this exhibit—the Capitol’s architecture, the state’s political process, and Wyoming’s political history. It will also function as an area where students participate in educational materials developed by LSO—including the “Legislators Back to School” and “Learning with Legislators” programs—that teach them about lawmaking through interaction with legislators.

Once students have completed their Learning Center activities, the docent will lead them back into the Visitor Center and encourage them to explore this area’s interpretive exhibits. After about 10 minutes, the group will head down the Connector hallway and walk towards the Capitol. Along the way, the docent may point out the hallway’s informal meeting spaces and their exhibits (please see previous section for a brief description of these spaces).

As with other large tour groups, students arrive at the Capitol building’s Garden Level and will be greeted by their tour guide. As the students arrive, the guide may wish to speak with

teachers to see if they want to borrow mobile devices to show students additional layers of content. The guide will gather students in the west corridor of the Garden Level. As the tour begins, Garden Level interpretation may provide a brief overview of the Capitol and Wyoming's history (with a focus on politics). From here, the group may move up to the third floor and begin their tour experience.

The student tour may last for half an hour to accommodate new experiences and programming in the Capitol extension. As such, the tour guide may need to condense existing talking points or reduce the number of stops inside the building. Additionally, we suggest that the tour guide encourage usage of mobile technology while on the tours. Students may use their own devices, or the tour guide may ask teachers to display additional content on a shared device. We make this suggestion because it provides students with a different way to connect to the exhibits, whether that is by participating in a mobile device-based photo scavenger hunt or other uses. Once the tour has ended, students will have a brief opportunity to explore the Capitol Grounds with their teachers. When it is time to end their Capitol experience, they may head back to the Capitol extension and break for lunch. They could travel to the Museum, where the whole group will eat lunch outside (if weather permits) or in the Museum's multipurpose room. Alternatively, several spaces in the Capitol extension (including the auditorium and various meeting rooms) could host student lunches if these spaces are not reserved for other uses. Once lunch has ended, the group that toured the Capitol in the morning will remain in the Museum, while the Museum students will head to the Capitol for their tour experience. The afternoon group will follow the same flow as the morning students, except they will head home after their tour has ended.

Independent Visitors

Capitol visitors do not make prior plans with tour guides and are not part of organized tour groups will continue to visit the Capitol. Unlike bus tours, these groups will not have to be dropped off at the Capitol extension and will likely enter the Capitol building. Many will walk up the south, east, or west steps and enter on the first floor, where an Information Desk will not be present. As such, robust wayfinding signage will need to direct visitors to begin their tour experience downstairs on the Garden Level. Ideally, a security guard, docent, or volunteer—if available—will provide additional verbal direction to visitors. Visitors who need to utilize wheelchair ramps will arrive on the Garden Level, where additional wayfinding signage should point them towards the Information Desk located on that floor.

Initially, a higher number of regularly scheduled tours should be offered. For example, the Capitol could let visitors know via the website and printed literature that tours will be offered at 10:00am and 2:00pm two to three days a week. This would provide potential visitors with the ability to pre-plan their visit more fruitfully. If visitors arrive and one of the tours is set to begin promptly, the group will let the guide know that they would like to

participate and join the tour, which would last approximately 45 minutes. The guide may encourage visitors to explore the exhibits on their own if there is substantial down time before the next tour begins. He or she should mention the breadth of exhibits found in Capitol Square, including the Garden Level, the remainder of the Capitol building, the Capitol Grounds, and the Capitol extension. Visitors will also be told that free coffee is available at the Capitol extension's Information Desk. The guide should also introduce visitors to the Capitol's mobile technology. As visitors explore Capitol Square, wayfinding signage will provide consistent orientation to exhibit locations.

Retail Space

The initial direction for this effort included a request to develop a retail space to “allow for the retail sale of Wyoming promotional merchandise, and Wyoming-made products.” Subsequent direction from the Oversight Group has eliminated this space from the current designs. Nevertheless, a retail space could enhance the overall visitor experience, and our client requested we include a discussion of this element. Given the development of the multiple visitor paths, there is a compelling benefit to including an additional incentive to draw visitors who start in the Capitol toward the Capitol extension. To support this desired visitor flow, we suggest at a minimum serving free coffee—a Capitol tradition—at the Capitol extension's Information Desk.

Retail could provide an additional incentive to encourage Capitol building-first visitors to experience the rest of the interpretive program. A concern is that many, having visited the Capitol building, will not feel a need to visit the extension. While signage, the Capitol tour guide, and ancillary materials (mobile technology, brochure) will all promote the extension's exhibits, giving visitors a chance to explore even a small retail space would provide another rationale for them to traverse the Connector hallway.

Retail goods in such a space—which could even take the form of a lockable kiosk, similar to those seen in airports—should not compete with offerings at the State Museum. Indeed, the Oversight committee suggested displaying some items available for sale at the State Museum in the Capitol complex to entice visitors to visit the Museum shop. If all interested parties choose to pursue a flexible retail space in the Capitol, this sort of display could be shown alongside a small selection of items for sale. A very narrow focus on Capitol-connected items such as key chains, mugs, even souvenir coins, would allow visitors to purchase a takeaway from their visit to the State Capitol without infringing on the Museum's retail operation.

Recommended Coordination with the Wyoming Supreme Court

Representatives from the judicial branch offer tours of the Wyoming Supreme Court to the public by appointment. Current visitation numbers are around 400 individuals per year, with students ranging from 9 to 18 years of age as the most frequent visitors. The entire tour takes about an hour to complete. The first half is dedicated to a tour of the building that covers the history of both the court and the structure. The second half provides visitors an opportunity to visit with one of the Justices in the courtroom. During this time, the Justice provides information on judicial selection, Wyoming state courts, and cases that

they hear. Tour groups are also invited to listen to oral arguments presented to the Supreme Court when they occur.

The Supreme Court is currently in the process of developing a Judicial Learning Center within the State Law Library that is projected to open in June 2016. Inspired by the Colorado Judicial Learning Center, the interpretive space will house interactive exhibits that educate visitors about the Rule of Law and Wyoming's contributions to the United States legal system. The five main exhibit focuses are:

- 1) Judicial Milestones
- 2) Hear From a Judge (an interactive kiosk will display videos of judges telling unique stories about Wyoming)
- 3) Wyoming Map: a touch screen map that teaches visitors about the judicial court districts
- 4) iCivics Learning Stations: based on the web-based project promoting civic education, visitors can learn about law through game-play
- 5) Rule of Law Theater/Exhibit: an introductory film will compare the Rule of Man vs. the Rule of Law.

LSO has conducted a lesson plan about the judicial branch at the Supreme Court in the past. Also, the legislative and judicial branch have partnered on professional development workshop for teachers. The State Museum is making an effort to include the Supreme Court in their overall programming and scheduling efforts. It is important for the LSO and State Museum to maintain or reestablish connections with the judicial branch during planning for the new Capitol exhibits.

While adding a tour of the Supreme Court may be too much for school groups visiting the State Museum and the Capitol in one day, a judicial presence is important to discuss all aspects of the state's governmental process. Perhaps the State Museum could coordinate changing exhibits at the Capitol with the Supreme Court, pointing visitors to the Supreme Court and the new Judicial Learning Center for more details on these stories. Additionally, LSO could resume its judicial programming at the Supreme Court or at the Capitol. These and other options should be pursued during the Capitol's renovation. The restoration of the former Supreme Court chambers in the Capitol will include an interpretive panel and mobile stop.

Visitor Flow Studies

The following pages show how visitors will move through the major spaces identified in this plan (the Capitol extension and the Capitol building). Note that we have created three main types of visitors as indicated in the key on each plan page. Please note that these visitor flow studies are representative of the Capitol and Capitol extension floor plans as of November 2015.

CAPITOL EXTENSION INTERPRETIVE SPACES / VISITOR FLOW

MAIN INTERPRETIVE PROGRAMMING

- Wyoming civics
- Wyoming history
- Architecture of the Capitol
- Capitol art exhibition

INFORMAL "COLLISION SPACES"

- Secondary interpretation (supporting main themes)
- Changing topical exhibits
- Potential media interactive

PUBLIC ART

- Changing elements
- State Museum artwork

The Capitol Extension offers significant opportunities for visitor interpretive programming. The area may be analyzed in three broad zones, from most interpretive, to more informational, to ambient visuals, such as art. The spaces are programmed to provide meaningful experiences to various audience groups, as indicated by the flow arrows.

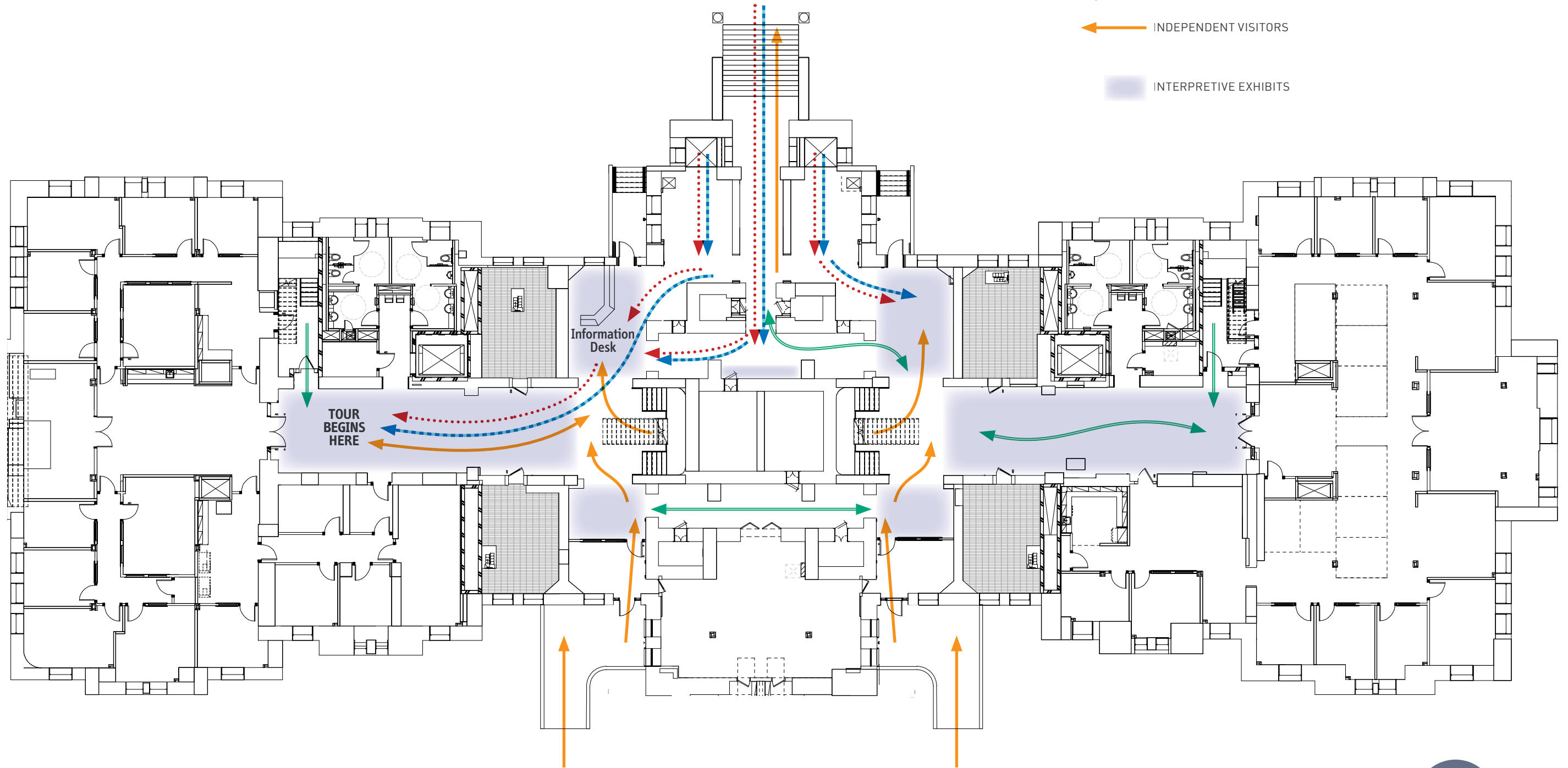


1 PLAN - The Capitol Extension
Scale: 1:500

AS OF NOV. 2015

CAPITOL BUILDING / GARDEN LEVEL / VISITOR FLOW

- ← ALL VISITORS
- ← SCHOOL FIELD TRIPS
- ← ORGANIZED TOUR GROUPS
- ← INDEPENDENT VISITORS
- INTERPRETIVE EXHIBITS



AS OF NOV. 2015

GARDEN LEVEL

Future Staffing

Currently, the Capitol only has one tour guide. Given two factors—the desire to accommodate various audiences (including organized tour groups, school trips, and independent visitors) simultaneously and the development of new exhibits at the Capitol extension—we recommend the hiring of an additional full-time guide. An extra staff member is preferable to recruiting a volunteer workforce for several reasons. First, reliance on volunteers to provide most or all tours leaves the Capitol subject to staffing issues. Volunteers may call out of work with greater frequency than paid staffers. Second, there are always concerns with the accuracy and consistency of information provided by volunteers. Finally, a team of volunteers would require a full-time coordinator, meaning that the only paid staff member would likely be unable to give any tours.

During active visitation periods, one guide should be stationed at the Capitol extension’s Information Desk (Welcome Area), and one should be posted at the Capitol Information Desk (Garden Level). The Capitol extension guide would be the primary point of contact for organized groups and school field trips entering the complex. He or she could orient visitors to the interpretive opportunities at the extension and coordinate programming needs with LSO representatives as well as teachers. The Capitol building-based guide would welcome independent visitors to the Capitol and provide tours of the building. Both guides should be cross-trained to station either desk and be capable of giving tours of all spaces from start to finish. There may be times, for example, when both guides are giving tours in the Capitol building.

We recommend having regular tours of the Capitol for independent visitors. Staff could pick two to three days and let visitors know that tours will be available on those days at 10:00am and 2:00pm. By 2019, the Capitol could have a goal of giving 150 adult tours annually. Organized tour groups or school trips could be scheduled around these set tour times. There may be periods of time when the Capitol is particularly busy and additional docents may be needed to properly accommodate visitors. These additional part-time guides—be they volunteers or paid employees—could be scheduled for busy seasons. LSO staff should be heavily involved in shaping any new tour protocols.

The State Museum team must also be part of new programming. Due to their extensive technical experience in exhibitions and the fact that many items on display will be from the Museum’s collection, Museum staff should be responsible for changing out exhibits in the Capitol and the Capitol extension on a periodic basis. Two changing exhibits per year is a goal. At a minimum, we suggest rotating artifacts inside the extension’s “collision spaces” prior to each legislative session. The frequency of these changes, the level of effort involved, and funding are three variables that will determine whether an additional staff member needs to be hired or if an existing staff member is able to assume new responsibilities.

Area-by-Area Exhibit Components

The Capitol Square exhibits have been divided into four distinct areas, with each space featuring a variety of interpretive exhibits. The major interpretive zones are as follows:

- Capitol Extension
 - Welcome Area
 - Visitor Center
 - Learning Center
 - Media Room
 - “Collision Spaces”
 - Hallway Exhibits
- Capitol Building
 - Garden Level
 - First Floor
 - Second Floor
 - Third Floor
- Capitol Grounds
 - Exterior Waysides

Capitol Extension: Welcome Area



Interpretive Techniques

- Orientation Signage
- Interpretive Graphics
- Exhibit Casework
- Tactile Elements
- Multimedia Interactives
- Brochures
- Mobile Technology

Overview and Primary Messages

Students and organized tour groups will begin their tour of the Capitol at this location. Visitors will be welcomed to Capitol Square and provided with orientation materials (including an available brochure and information about the site's use of mobile technology). They will encounter some interpretive graphics and, potentially, artifact displays that highlight the site's main themes at an introductory level.

This area's primary interpretive messages may include:

- Wyoming's government and its Capitol are accessible to all citizens.
- Wyoming History—our distinct political history continues to shape how the state's government operates today.
- Capitol Architecture—the architecture and history of the Capitol building are significant and continue to reflect the needs of an evolving government.
- Wyoming Civics—the state's democratic process has successfully brought generations of people together to govern.
- The Capitol building houses a unique art collection.

Approach to Graphics and Casework

This exhibit area may feature high-level interpretation that introduces visitors to the main messages of the Capitol exhibits. Graphic panel would include overview information about the Capitol and the tour experience as well as relevant imagery. If appropriate, casework would hold a few key objects that speak to the key stories relayed throughout the Capitol exhibits. Captions would indicate the interpretive importance of these objects.

Potential exhibit technique:



Orientation Panel | Museum of Mississippi History

This panel introduces visitors to the main themes of the museum while also providing wayfinding through color-coded floor plans. Graphics could provide the majority of interpretation in this area, although an enhanced visitor experience would include both interactive elements and objects in cases, models, and other layers of exhibitry.

Description of Multimedia Interactives

A large, multi-user, interactive timeline could anchor this space, telling the story of the history of Wyoming from the territorial period to the present and giving context for the Capitol building and the civics-oriented exhibits that surround it. One option is a graphic timeline, with sliding media monitors carrying additional content. As visitors move the monitor over a story, they could bring up additional related photos, or video clips to see connections to other historical events. The timeline could also be driven by touchtables or wall-mounted touchscreens, or run by another physical control, like a dial allowing visitors to spin through time at their chosen pace.

To deal with the variety of events and people that have shaped Wyoming and its government— from natural history to industry, and indigenous populations to recent immigrants—this timeline could be organized into several parallel lines showing different themes, or unified by placing all events on a map of Wyoming as visitors move through time, showing the development of the state and reinforcing the connections between Wyoming stories.

The top layer of this timeline would provide a unified graphic theme with major dates and milestones in Wyoming history highlighted, providing an overview for visitors who want to move more quickly. As visitors touch hotspots to dig deeper into a story, they will reveal a related cluster of resources from the State Archives and Legislative Services Office, including photos, news clippings, and memorabilia from political campaigns and official

ceremonies, which visitors can manipulate, zoom in on, or share with others at the exhibit. These authentic primary sources, tied together with brief interpretive text, become a storytelling tool, rewarding “studiers” who want to spend more time at the exhibit. For example, if a visitor selects the “statehood” milestone at 1890, they would reveal a short text explanation, along with a burst of documents and images, including Senator Carey’s telegram announcing Benjamin Harrison’s signature of the law, a copy of the Cheyenne Sun’s special color edition, and an image of the new 44-star flag. If desired, this timeline could be created with a background content management system (CMS) allowing educators to populate the timeline with new events and resources.

The Kansas State Capitol features interactive kiosks that orient visitors to the space and educate them about the Capitol and the state legislature. A similar approach could be developed in Cheyenne. **Please see Appendix D for more information.**

Potential exhibit techniques:

History & Traditions Timeline | University of Wyoming Gateway Center

Sliding monitors add an interactive media element to a graphic timeline filling one wall of the space.



Immigration Timeline | Canadian Museum of Immigration

<https://goo.gl/rcPSPG>

Visitors interact with a touchscreen to see changes play out on a large map display. As they scroll through a timeline, they see the flows of immigration shift and trigger text popups explaining the historical forces behind immigration.

Capitol Extension: Learning Center



Interpretive Techniques

- Interpretive Graphics
- Exhibit Casework
- Tactile Elements
- Multimedia Interactives
- Overview Film
- Space to Accommodate Speeches/Student Programming

Overview and Primary Messages

School field trips, organized tour groups, and independent visitors may all use this space in different ways. The Learning Center provides a multipurpose area that could serve several functions. Ample seating (for 40-48 individuals) and AV equipment could be used for presentations, student programming, or even to show a brief orientation film about the Capitol building and Wyoming politics. Independent visitors who are not participating in programming or who do not wish to view a film may read interpretive graphics that support the civics story.

The area's primary interpretive messages may include:

- Wyoming History—how Wyoming's democratic process was created and continues to function.
- Capitol Architecture—growth of the Capitol to accommodate the changing needs of the state.

- Wyoming Civics—programming that encourages participation in various legislative/executive/judicial scenarios.
- Citizens, especially students, should gain an understanding of the political process and be motivated to be active participants.

Approach to Graphics and Casework

This exhibit area will feature some interpretive graphics and exhibit cases, but the chief focus will be on multimedia and educational programs. The graphics on display will complement the main messages of the film and its educational programs. Even when not in use by school groups, all visitors may experience the Learning Center.

Potential exhibit technique:

Interpreting the Political Process | Howard H. Baker Center for Public Policy

Without including a great deal of curatorial text or information, graphics replicating items like campaign posters serve to reinforce the chief stories of this exhibit area. A podium and voting booth host interactives where visitors can make a speech or vote in a mock election.



Description of Multimedia Interactives

The group experience in the Learning Center could combine several interpretive goals into a unified experience supported by media, incorporating both video and interactive elements to put students in the role of legislators. A short, introductory orientation video welcomes visitors and sets the tone for this experience, addressing students as lawmakers about to embark on a legislative task – following the real steps of the process. After a short introduction to the day’s topic, delivered either through video or by a docent, students use individual input stations (perhaps built into their desks or on mobile devices) to select from a list of provisions to include before voting on the bill they create together. At two or three key moments, the docent—in the role of Speaker of the House—can call for votes that are tallied by the software, or invite visitors to make speeches and debate as they try to influence their classmates. To stoke this debate, each student could be assigned a role to play, representing a specific party or region and its interests.

While the simulation would follow a consistent model, with videos and interactions arranged in a templated sequence, a menu of different issues could be available to each group. For example, teachers could choose to have their class debate a bill about wildlife management, school policy, a historic piece of legislation, or a lighter fictional topic, like an official state snack or mascot. In creating this model, there is also the option for the Capitol

to produce additional modules in the future. Visitors may also be able to engage in a separate “make a speech” or mock press conference interactive in this room.

Potential exhibit techniques:



Orientation & Senate Immersion Module | Edward M. Kennedy Institute

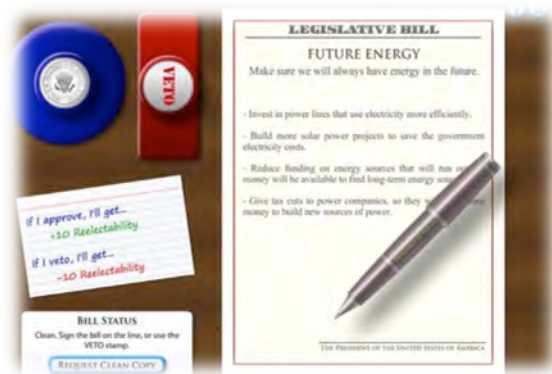
<https://www.emkinstitute.org/resources/sim-video>

School group activities at EMK are docent-led and supported by media throughout—from orientation videos that introduce activities, to mobile apps used for research and voting during Senate simulations, to classroom projections showing key information and reflecting students’ input.

iCivics

<http://goo.gl/5zrqsg>

This collection of web-based games breaks down government functions into small, board game style strategy games. The exhibit space could feature a number of kiosks exploring different aspects of the legislative process or the functions of different state officials.



Oath of Office | National Constitution Center

Visitors role-play as the President as they stand behind a podium, read from a teleprompter, and see a live video feed projected at large scale above them. This interactive could inspire a Wyoming-based experience, including historic swearings-in, such as Nellie Ross. A group of student “legislators” could take their oath simultaneously.

Capitol Extension: Visitor Center

Interpretive Techniques

- Interpretive Graphics
- Exhibit Casework
- Tactile Elements
- Multimedia Interactives

Overview and Primary Messages

A mix of techniques will be used to interpret Wyoming's political process and the importance of governance. Visitors will learn about the basic structures of government, how the different branches work together, and how bills become laws. Throughout, visitors will engage in interactive exhibits that make them feel like part of the political sphere. Additional exhibits will also interpret the Capitol building—the most important artifact. Space may also be provided for the State Museum to display rotating exhibits about the Capitol and the state government.

The area's primary interpretive messages may include:

- Wyoming History—our distinct political history continues to shape how the state's government operates today.
- Capitol Architecture—the architecture and history of the Capitol building are significant and continue to reflect the needs of an evolving government.
- Wyoming Civics—the state's democratic process has successfully brought generations of people together to govern.
- Citizens, especially students, should be inspired by the Capitol and want to participate in their government.

Approach to Graphics and Casework

This exhibit area will utilize interpretive graphics and artifacts to examine the Capitol and Wyoming politics. Panels will include contextual imagery and text written for universal audiences. Artifacts, including legislative memorabilia and other objects, may be displayed in conjunction with this interpretation. Physical exhibits will complement multimedia interactives that may enable visitors to directly engage with the political process.

Potential exhibit techniques:

75th Anniversary Exhibit | Supreme Court of the United States

Interpretive graphics, casework, and interactives featured a traditional design that did not compete with the historic architecture of the Supreme Court building.





Casework and Graphics | Knight Museum and Sandhills Center

Artifacts and interpretive graphics combine to tell the story of Alliance, Nebraska, and its rich history. A multi-layered display offers a variety of connection points for visitors with different interests. This approach also enhances the ability to connect different themes— architectural elements, for example, with political heritage. As an example, a piece of building material recovered during the current renovation could interpret the expansion of the Capitol in 1917.

Description of Multimedia Interactives

Media provides an opportunity to showcase the people involved in Wyoming’s state government, especially since visitors may not have a chance to see the legislature while it is in session. Interactives could highlight significant stories through short video profiles that tell the stories of a few exceptional Wyomingites, including “famous firsts” like Nellie Ross and Harriet Elizabeth Byrd. These short pieces could communicate each individual’s key achievements and may be produced using a combination of still imagery, video, and animation. This technique could serve to humanize and personalize visitors’ ideas of how government operates, and who is involved. Several profiles from across Wyoming’s history could be selected from a touchscreen interactive, or these could be arranged as separate media panels across the space. The legislative composites prepared by the Legislative Services Office and the Wyoming Legislator Database found at <http://legisweb.state.wy.us/LegislatorSummary/LegHistoryMain.aspx> may form the backbone of this exhibit, providing an overview of the state legislature over time.

An alternative (or supplemental) approach is to exhibit the people in state government more comprehensively; drawing on the existing database of Wyoming lawmakers, an interactive display could allow visitors to see current and historic legislators from each class, search for representatives by district, and get a sense for the unique nature of the Wyoming government as one made up of citizens spend most of their time working regular jobs and living in communities around the state.

Additionally, visitors may be able to participate in a mock legislative process to learn how bills become laws. A short video in the spirit of the famous *Schoolhouse Rock* segment would illustrate the basic steps of the legislative process in Wyoming from proposal through enactment. In order to engage visitors further, this could be optionally be a “choose your own adventure” group interactive connected with the mobile tour experience,

so visitors can intervene at key moments to modify and vote on the bill under consideration. While the narration should be brief and relatively light, the visuals would combine graphics and animation with real footage of the Wyoming House and Senate in session.

Potential exhibit techniques:

How a Bill Becomes a Law | Edward M. Kennedy Institute

<https://goo.gl/0nOpDR>

In this 3-minute group experience, visitors engage in the full legislative process, from proposal through enactment, collaborating and compromising as they choose toppings for a “National Ice Cream Sundae.”



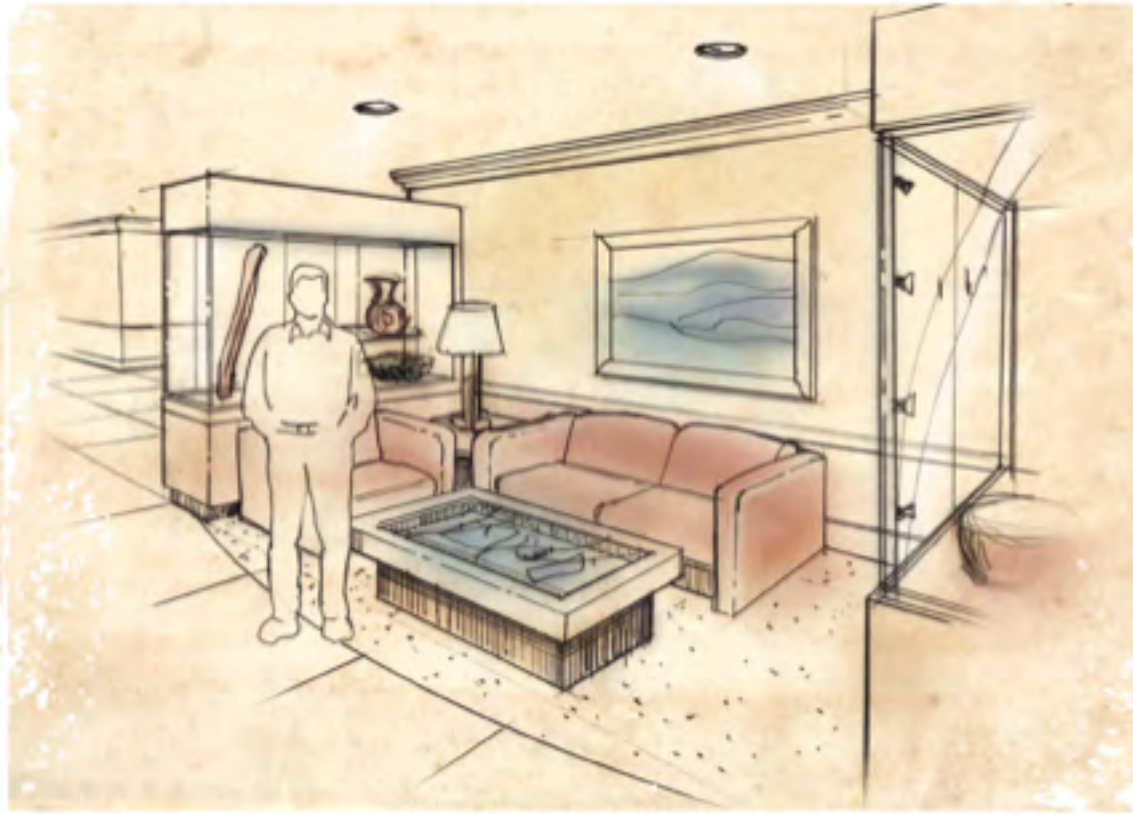
People of the Senate | Edward M. Kennedy Institute

A large wall display cycles through every complete US Senate class from the 1st Congress to the present, indicating leaders and the balance between parties. Visitors can also use tablets to look up senators by name, state, or political party.

Capitol Extension: Media Room

There has been a suggestion that the Media Room could house an interactive program. Instead of placing the “make a speech” interactive or the press conference program in the Learning Center, these could be installed in the Media Room to interpret the role of media in government. There may already be a small area for news conferences in this room, and the space could be underutilized for large portions of the year. Depending on how the programs are developed, this could be a flexible video display that rolls from one space to the other. Regardless of location, the Wyoming Press Association and Wyoming Association of Broadcasters would be helpful resources when developing content for a press conference interactive program.

Capitol Extension: “Collision Spaces”



Interpretive Techniques

- Interpretive Graphics
- Exhibit Casework
- Multimedia Interactives (Option)
- Mobile Technology

Overview and Primary Messages

These meeting nooks primarily serve as informal gathering spaces where legislators can meet with constituents without formally reserving a conference room or similar space. However, they can also contain interpretive exhibits, artifacts, and perhaps some multimedia components.

The area’s primary interpretive messages may include:

- Wyoming History—provide focused exhibits, which could be changed out. Topics might include highlighted legislators, the newest members, milestone events, and other subjects.
- Capitol Architecture—focused stories on the architecture and history of the Capitol.
- Wyoming Civics—learn about major legislation passed at the Capitol and the impacts on citizens; explore highlights of the Wyoming Constitution.

- The Capitol building houses a unique art collection.

Approach to Graphics and Casework

Double-sided casework would be designed to minimize hardware, giving the displays a clean, sleek look. Flexible interpretive graphics and artifact displays would allow for the rotation of exhibits. Tabletop graphics may be used to provide additional interpretation. Walls could include historic imagery, perhaps treated in a unique design that suits these spaces and/or immediately identifies the topics at hand.

Potential exhibit technique:

Tabletop Graphics | The Press Hotel (Portland, Maine)

This former newspaper headquarters retains some of its original flavor by incorporating old headlines into its lobby furniture.



Description of Multimedia Interactives

These “collision spaces” may feature touch screens or touchtable displays that allow for guided exploration of Wyoming’s founding documents from the territorial period, through statehood, to more recent legislation. Visitors may touch highlighted documents for additional information and compare Wyoming’s constitution to those of other states or federal laws to see what sets Wyoming apart. For example, primary source documents could highlight the origin of the “Equality State” nickname. This experience would be built around high-resolution document scans from the State Archives, enhanced digitally to highlight specific sections and allow for interactivity. A copy of the original, handwritten state constitution (with transcription) could form the centerpiece of this exhibit, but other key amendments, laws, and declarations could be featured as well. This interactive exhibit could also draw on the State Archives' microsite marking Wyoming's 125th anniversary (<https://wyoarchivestest2.culturalspot.org/home>). Since the primary function of these spaces is for meetings and interpersonal interactions, these exhibits would be designed to reward quick, simple engagements, and support multiple users at a time from all sides of the table.

Alternatively, touchtables or touch screens may feature profiles of notable politicians or other Wyomingites. These short clips combining still imagery, video, and animation could

serve to humanize and personalize visitors' idea of how government operates, and who is involved. At each station, several profiles from across Wyoming's history could be selected.

Potential exhibit technique:



Creating the Constitution | Library of Congress

A touchscreen interactive shows a facsimile copy of the U.S. Constitution with touchable hotspots on key provisions as well as other features allowing visitors to see earlier drafts or search by selected themes. A Wyoming version could include a focus on amended sections or even proposed revisions.

Capitol Extension: Hallway Exhibits Interpretive Techniques

- Public Art Displays
- Multimedia Interactives

Overview and Primary Message

The hallway will showcase selections from the State Museum's collection of artwork along with photographic images from each of Wyoming's counties. Other factors may limit the amount of space for art displays outside of meeting rooms, including static or electronic bulletin boards as well as credenzas with meeting sign-in information and handouts. While there will be wayfinding signage, we do not suggest in-depth interpretive exhibits in this space. Instead, more environmental exhibitry may be displayed.

This area's primary interpretive message is:

- The state's unique art collection is a source of pride for Wyoming residents.

Description of Multimedia Interactives

Media can help to animate the architectural space connecting the Capitol extension to the Capitol. In one approach, a ribbon of moving graphics could run along the wall or ceiling. Rather than conveying specific content along this hallway, this space is an opportunity to showcase Wyoming's identity and aspirations, perhaps in the form of state symbols or short passages from the state's Declaration of Rights. Since this is a circulation space for both tour groups and those working in the two buildings, a somewhat ambient and abstracted style seems most appropriate, with movement suggesting the momentum and connection between the Capitol and the working spaces in the Capitol extension.

Potential exhibit technique:



The Journey | San Diego Airport

Low-resolution animations move down an overhead ribbon running the length of the airport concourse.

Capitol Building: Garden Level Interpretive Techniques

- Orientation Signage
- Interpretive Graphics
- Exhibit Casework
- Tactile Elements
- Governor Portraits (East Wing)
- Multimedia Interactives
- Brochures
- Mobile Technology

Overview and Primary Messages

The Garden Level will host the main interpretive exhibit area found within the Capitol building. An Information Desk will provide orientation to the site along with graphics, brochures, and website information. Exhibits on this floor will focus on the Capitol building, but they will also explore state civics and Wyoming's political history. Tours may now be launched from the Garden Level's west corridor. We propose that a timeline (which may include Wyoming firsts, a popular topic with visitors) or similar overview exhibit should be included in this space to provide meaningful context for tours and to help guides begin the tour experience.

The area's primary interpretive messages may include:

- Wyoming's government and its Capitol are accessible to all citizens.
- Wyoming History—our distinct political history continues to shape how the state's government operates today.
- Capitol Architecture—the architecture and history of the Capitol building are significant and continue to reflect the needs of an evolving government.

- Wyoming Civics—the state’s democratic process has successfully brought generations of people together to govern.

Approach to Graphics and Casework

The Capitol building is the chief artifact of this entire experience. As such all exhibits found on this level will be compatible with the design and architecture of the Capitol. Details and flourishes may complement existing features within the building. Casework can be appropriately themed and designed to blend in with the existing furnishings.

Potential exhibit techniques:

Casework |

Supreme Court of the United States

Exhibit cases at the US Supreme Court are classic and unobtrusive, drawing attention to the artifacts within each display. The cases appear to be of a consistent look and feel with the rest of the building. A dignified approach is also appropriate in the Wyoming Capitol.

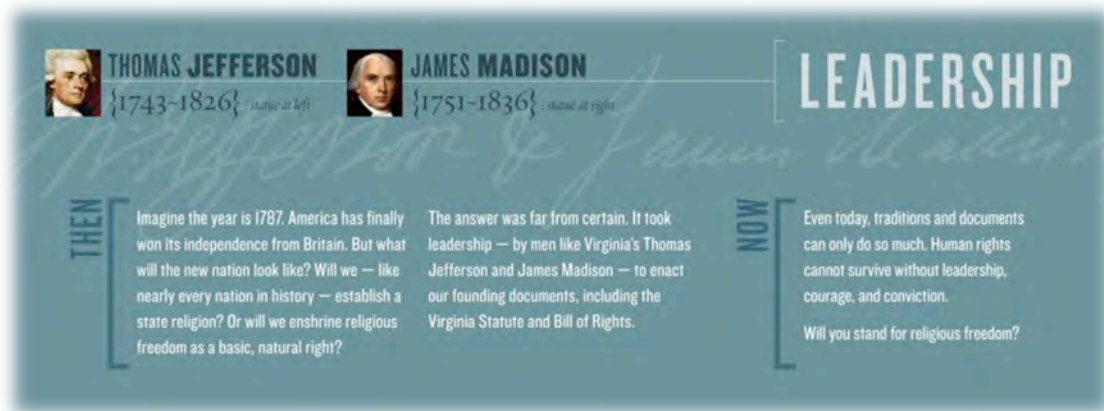


Interpretive Graphics | First Freedom Center

The First Freedom Center commemorates freedom of religion and conscience as proclaimed in Thomas Jefferson's Virginia Statute for Religious Freedom. Located in downtown Richmond, the Center sits on the site where this statute was enacted into law in 1786. Graphic panels were inspired by the subject matter and included historic elements such as signatures and handwritten laws as background elements.

Description of Multimedia Interactives

Mobile technology would be the chief multimedia component used in the Capitol building.



Visitors may learn about the mobile site or app and possibly check out a smart device from the guide. On the Garden Level, audiovisual touchscreens integrated into exhibits could provide additional information on historic documents and architectural features. Additionally, interactives may provide an opportunity for civic engagement, inspiring visitors to comment on issues that may be important to them. An index of current and pending legislators could be available in these exhibits.

Potential exhibit technique:

Civil Debate Wall | University of Florida

<https://goo.gl/89DkNe>

Visitors add their opinions to an ongoing conversation about a variety of current affairs topics. They can record replies, recommend other visitors' comments, and sign up to continue following a topic via email. This technique could also be accomplished with fewer screens or even via mobile technology—the design shown here is for intent only.



Capitol Building: First, Second, and Third Floor



Interpretive Techniques

- Governor Portraits (First Floor)
- Public Art Displays (First and Second Floors)
- Composites (Second and Third Floors)
- Interpretive Graphics
- Orientation Signage (portable)
- Mobile Technology

Overview and Primary Messages

The Capitol must remain free of invasive exhibits so that visitors may experience the power of the building. Visitors touring the Capitol—either on their own or with a guide—will come to see this building as a place where history happens. They can observe the transparent and accessible nature of their state government. Visitors will also learn about the building itself, including its expansion over the decades, specific architectural details, and the functionality of various rooms. The bulk of this information will be provided via tour guides and mobile technology, but some interpretive graphics may appear in a few areas. It is possible that LSO programs could, at times, continue to take place inside the Capitol’s legislative chambers.

The area’s primary interpretive messages may include:

- Wyoming’s government and its Capitol are accessible to all citizens.
- Wyoming History—the state’s government continues a tradition of legislation rooted in Wyoming’s values and democratic principles.
- Capitol Architecture—the architecture and history of the Capitol building are significant and make this building the most important structure in Wyoming.
- Wyoming Civics—visitors gain an understanding of the Wyoming state government, including the role of the governor, legislators, and other elected officials.
- The Capitol building houses a unique art collection.

Approach to Graphics

Interpretive graphics will be used sparingly and elegantly designed. We do not wish to detract from the function and form of the building. However, key spaces may be identified and interpreted for visitors. We propose that overview interpretive graphics be located near several offices on the First Floor (Governor, Secretary of State, State Auditor, State Treasurer, and Attorney General), inside the restored Supreme Court chambers on the Second Floor, and in the House and Senate lobbies on the Third Floor.

Potential exhibit technique:

Interpretive Graphics | Museum of Mississippi History

Graphic panels at the Museum of Mississippi History showcase interpretive text and contextual imagery that allows visitors to easily connect with the story at hand. This approach does not detract from the surrounding artifacts. The muted color palette may be appropriate for the Capitol.



Description of Multimedia Interactives

The mobile site or app is the only multimedia interactive recommended on floors 1-3 of the Capitol building. We do not wish to install any exhibits that would detract from the structure and its most important functions. Mobile technology would be used to interpret the art and architecture of the building, provide more detailed information that works in conjunction with guided tours, and allow visitors a chance to interact with their environments. Please see the mobile technology section for more information.

Capitol Grounds

Interpretive Techniques

- Orientation Signage
- Interpretive Graphics (Exterior Waysides)
- Tactile Elements (Option on Graphics)
- Mobile Technology

Overview and Primary Messages

Though located outside the building, exterior exhibits should still reinforce the same themes found within the Capitol and the Capitol extension. Waysides offer an ideal opportunity to interpret the building's exterior features. Additionally, graphics will interpret statues found throughout the grounds.

The area's primary interpretive messages may include:

- Wyoming's Capitol Square complex symbolizes the state's democracy.
- Wyoming History—the Capitol was built in stages to serve the needs of the territory and growing state.
- Capitol Architecture—the exterior architecture of the Capitol building includes elements that represent the state and the goals of Wyoming's government.
- Wyoming Civics—the state's democratic process has successfully brought generations of people together to govern.

- The Capitol building houses a unique art collection.

Approach to Graphics

Durable, exterior-grade waysides will carry the bulk of the interpretation outside of the Capitol building. These panels may include historic imagery of the building and its grounds, giving visitors the opportunity to compare snapshots of the past with today's structure. Options may include tactile elements.

Potential exhibit techniques:

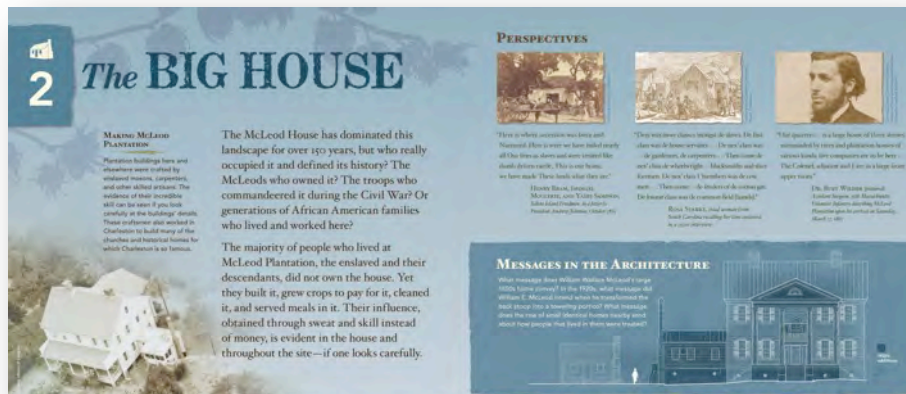
Exterior Waysides | Monroe Park (Goldvein, Virginia)

Exterior graphics at Monroe Park provide additional interpretation and imagery, but they also feature mechanical interactives designed to withstand the elements. Visitors can roll these miniature spheres to learn how hornet balls were used in the gold mining process.



Exterior Waysides | McLeod Plantation

Waysides interpret historic structures—from an enslaved family's quarters to a sprawling mansion—across the site. Additionally, the graphics provide perspectives from the various people who lived and worked at the plantation, including quotes from the enslaved. Numbers at the top of these panels worked in conjunction with the mobile app, encouraging visitors to tap a given number to learn more about this stop. The infographic seen at the bottom right could be a tactile element for visually impaired visitors.



Description of Multimedia Interactives

The mobile site or app would provide interpretation outside of the Capitol building as well. Potential topics include four exterior statues and the building's cornerstone. Please see the section above on mobile technology for additional information on this technique.

Floor Plans and Graphics Studies

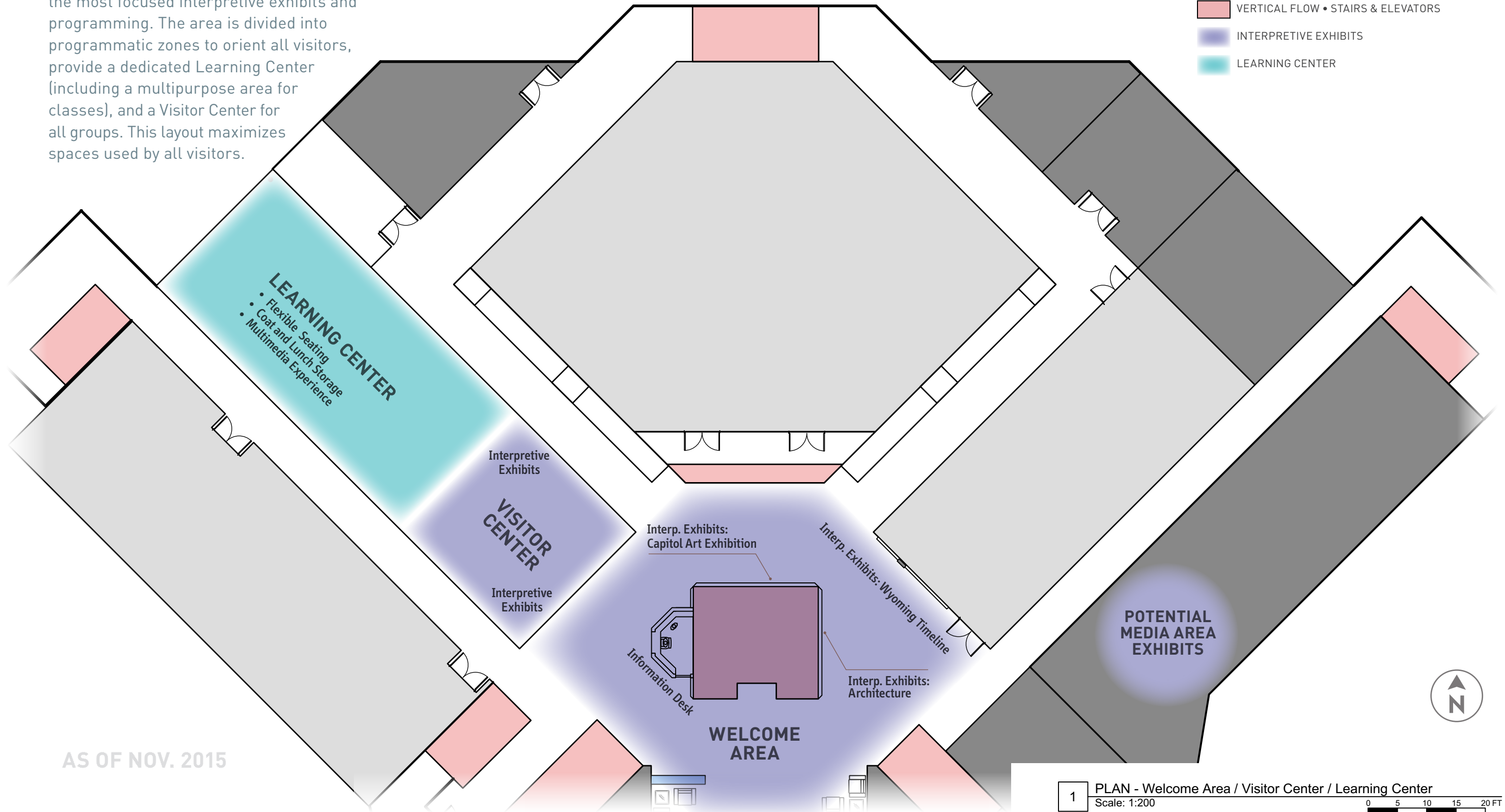
The following pages contain floor plans for the major spaces identified in this plan (the Capitol extension and the Capitol building). There is also a site plan that features potential exterior wayside locations. Additionally, we have created some graphics studies for interpretive signage found within the Capitol's first, second, and third floors. Please note that images and text are for placement only and do not reflect any final content choices on our part. We include these graphics so you can get a sense of the elegant, classic style that we aim to achieve.

This space intentionally left blank.
Please see drawings and graphics studies on the following pages.

CAPITOL EXTENSION / WELCOME AREA / VISITOR CENTER / LEARNING CENTER / INTERPRETIVE PROGRAMMING

This area of the Capitol Extension contains the most focused interpretive exhibits and programming. The area is divided into programmatic zones to orient all visitors, provide a dedicated Learning Center (including a multipurpose area for classes), and a Visitor Center for all groups. This layout maximizes spaces used by all visitors.

- UTILITY & STORAGE SPACE
- VERTICAL FLOW • STAIRS & ELEVATORS
- INTERPRETIVE EXHIBITS
- LEARNING CENTER

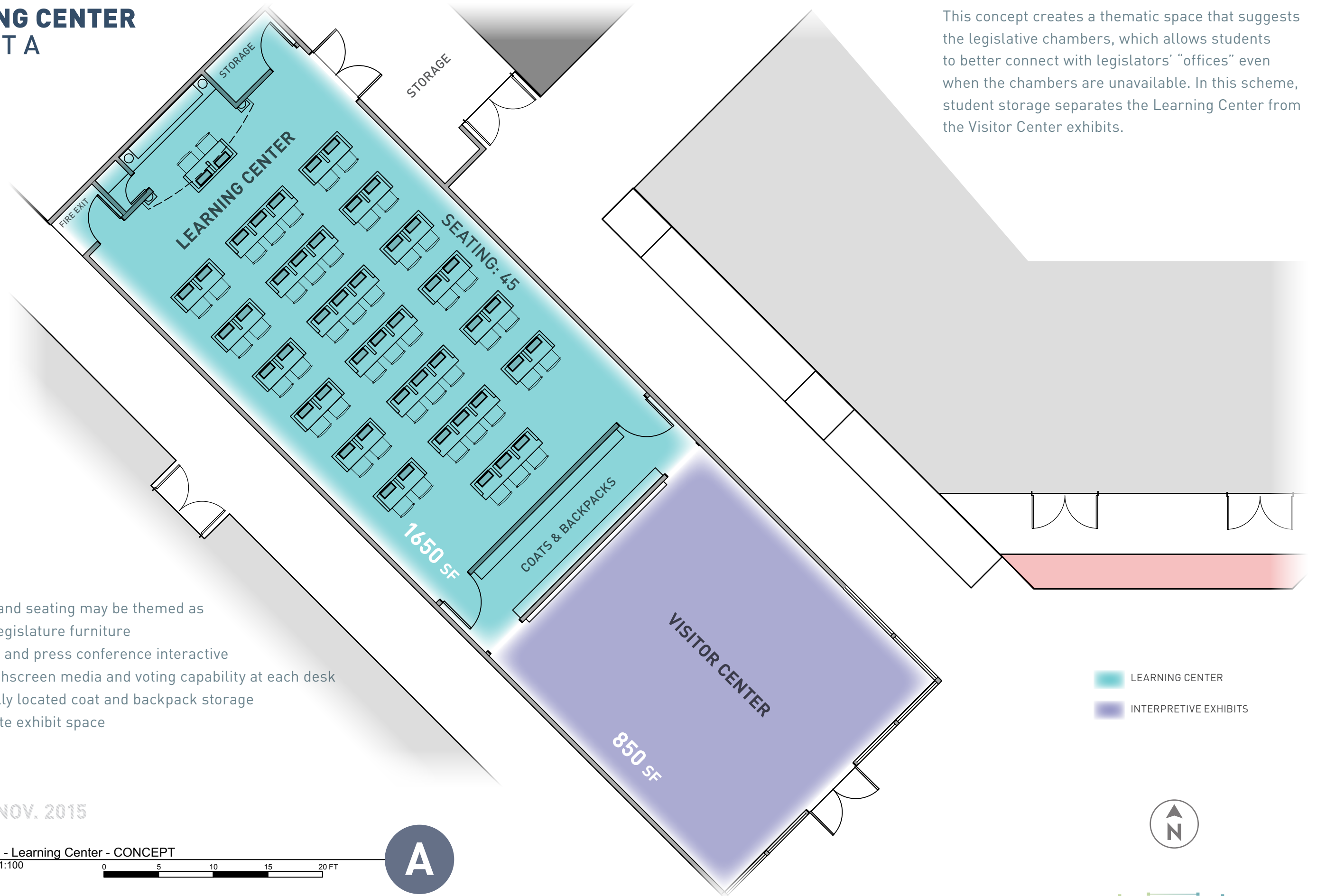


AS OF NOV. 2015

1 PLAN - Welcome Area / Visitor Center / Learning Center
Scale: 1:200
0 5 10 15 20 FT

LEARNING CENTER CONCEPT A

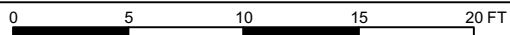
This concept creates a thematic space that suggests the legislative chambers, which allows students to better connect with legislators' "offices" even when the chambers are unavailable. In this scheme, student storage separates the Learning Center from the Visitor Center exhibits.



- Desks and seating may be themed as mock legislature furniture
- Speech and press conference interactive
- AV touchscreen media and voting capability at each desk
- Centrally located coat and backpack storage
- Separate exhibit space

AS OF NOV. 2015

1 PLAN - Learning Center - CONCEPT
Scale: 1:100



A

LEARNING CENTER
INTERPRETIVE EXHIBITS



LEARNING CENTER CONCEPT B

This approach moves student storage to the rear of the Learning Center. Tables may be pushed into a variety of configurations. This layout incorporates a theater screen, which can show an orientation film when the classroom is not in use by the students.

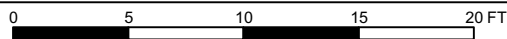


- Stage with smartboard and projection screen (integrated option for orientation film)
- Speech and press conference interactive
- Flexible seminar desks and seating
- Coat and backpack storage behind stage

LEARNING CENTER
INTERPRETIVE EXHIBITS

AS OF NOV. 2015

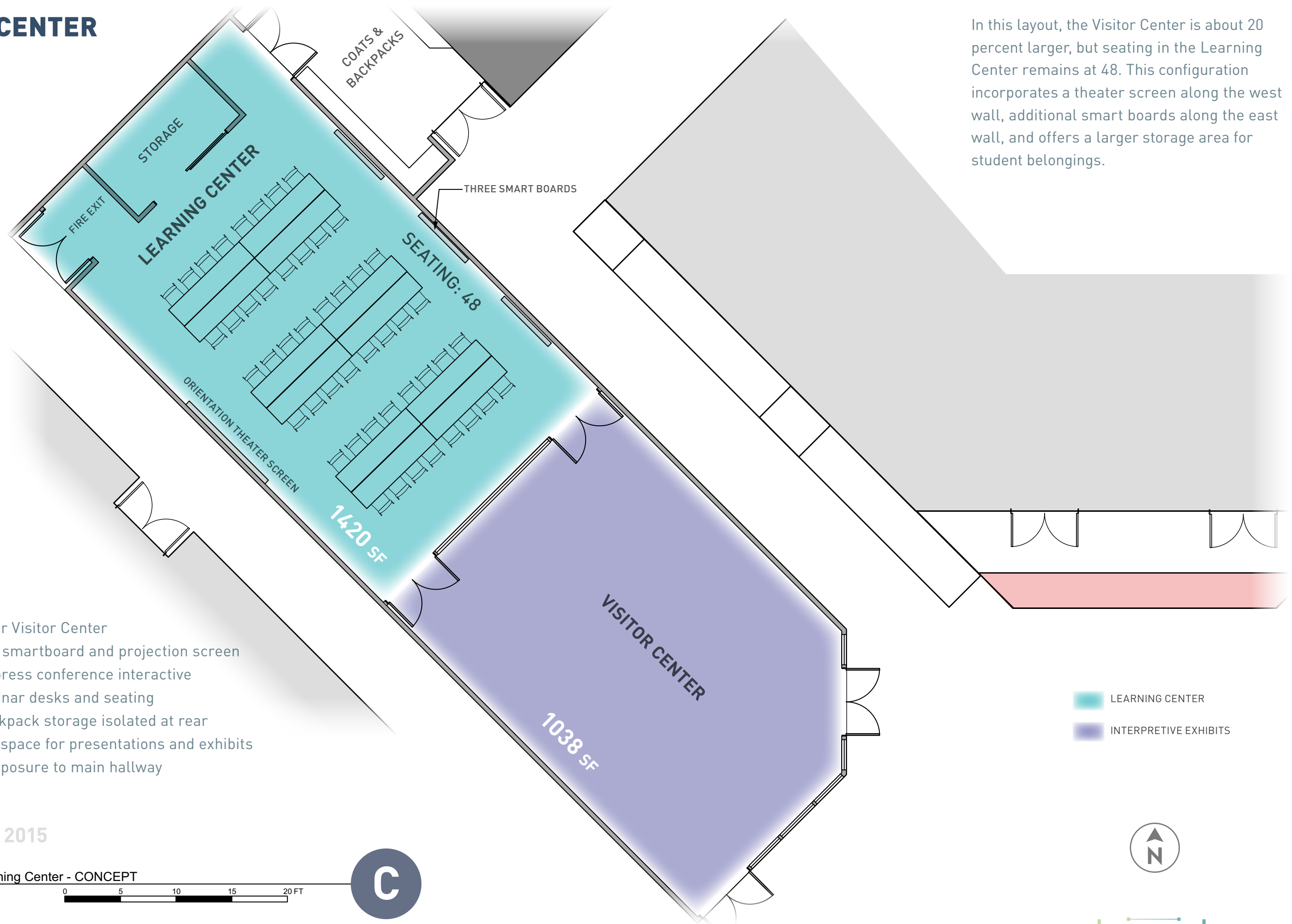
1 PLAN - Learning Center - CONCEPT
Scale: 1:100



B



LEARNING CENTER CONCEPT C



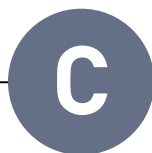
In this layout, the Visitor Center is about 20 percent larger, but seating in the Learning Center remains at 48. This configuration incorporates a theater screen along the west wall, additional smart boards along the east wall, and offers a larger storage area for student belongings.

- Slightly larger Visitor Center
- Presentation smartboard and projection screen
- Speech and press conference interactive
- Flexible seminar desks and seating
- Coat and backpack storage isolated at rear
- Open shared space for presentations and exhibits
- Glass wall exposure to main hallway

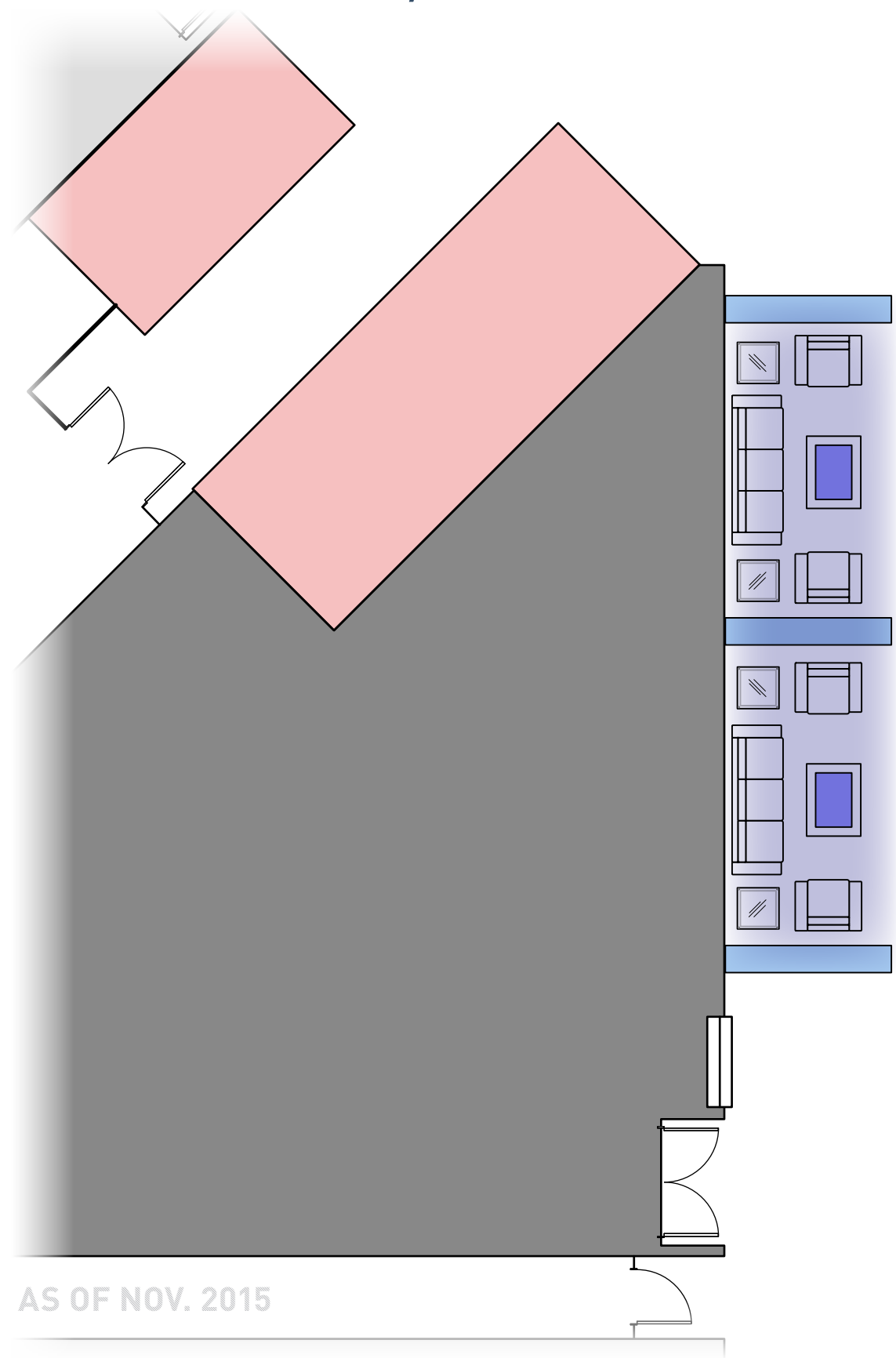
AS OF NOV. 2015

1 PLAN - Learning Center - CONCEPT
Scale: 1:100

0 5 10 15 20 FT

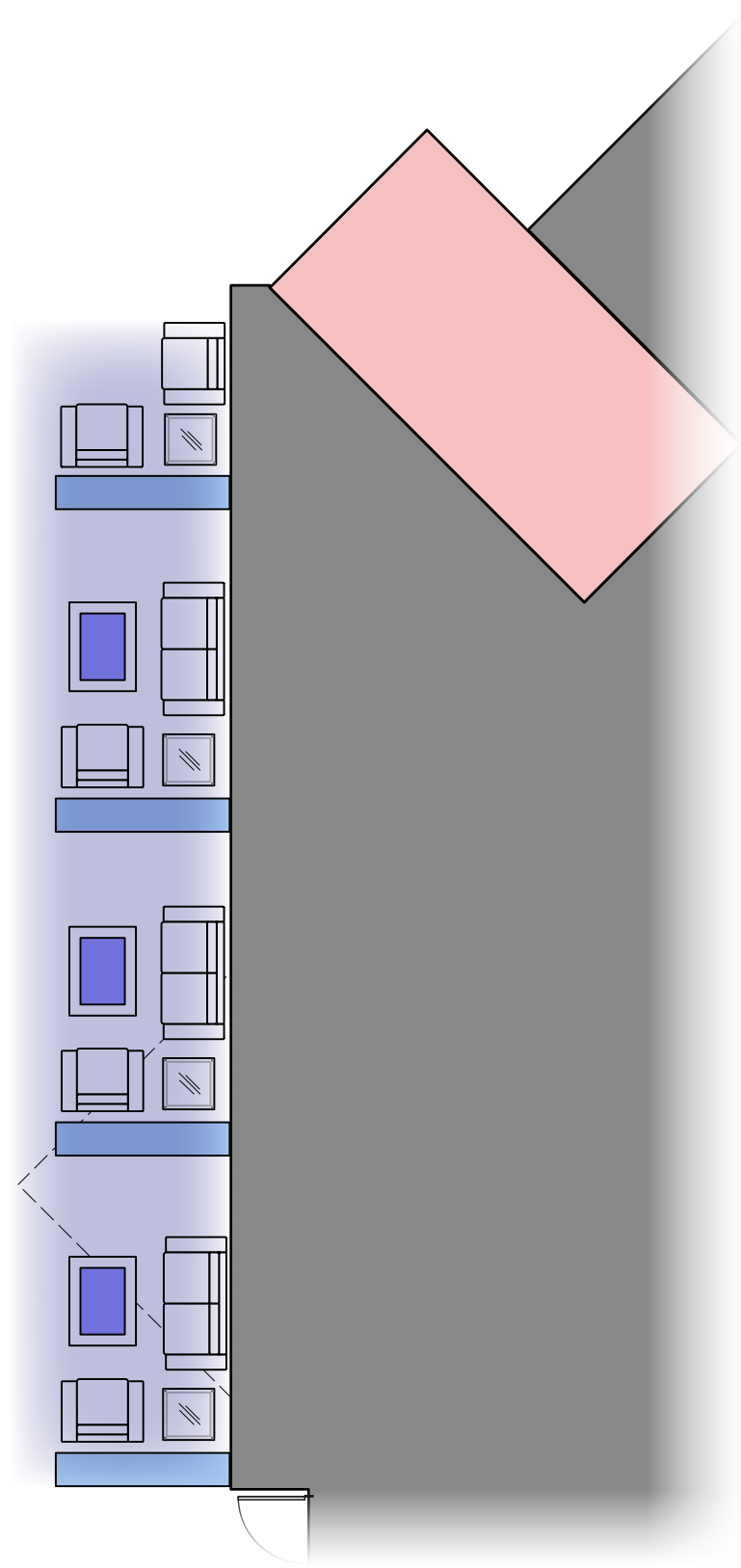


CAPITOL EXTENSION / INFORMAL "COLLISION" SPACES / INTERPRETIVE PROGRAMMING



INFORMAL "COLLISION SPACES"

- Comfortable, semi-private discussion areas
- Changing exhibits
- Option to incorporate AV touchables
- Topical interpretation
 - Legislators & Executives
 - Milestone Events
 - Historical Documents
 - Constitutional Highlights
 - Architecture



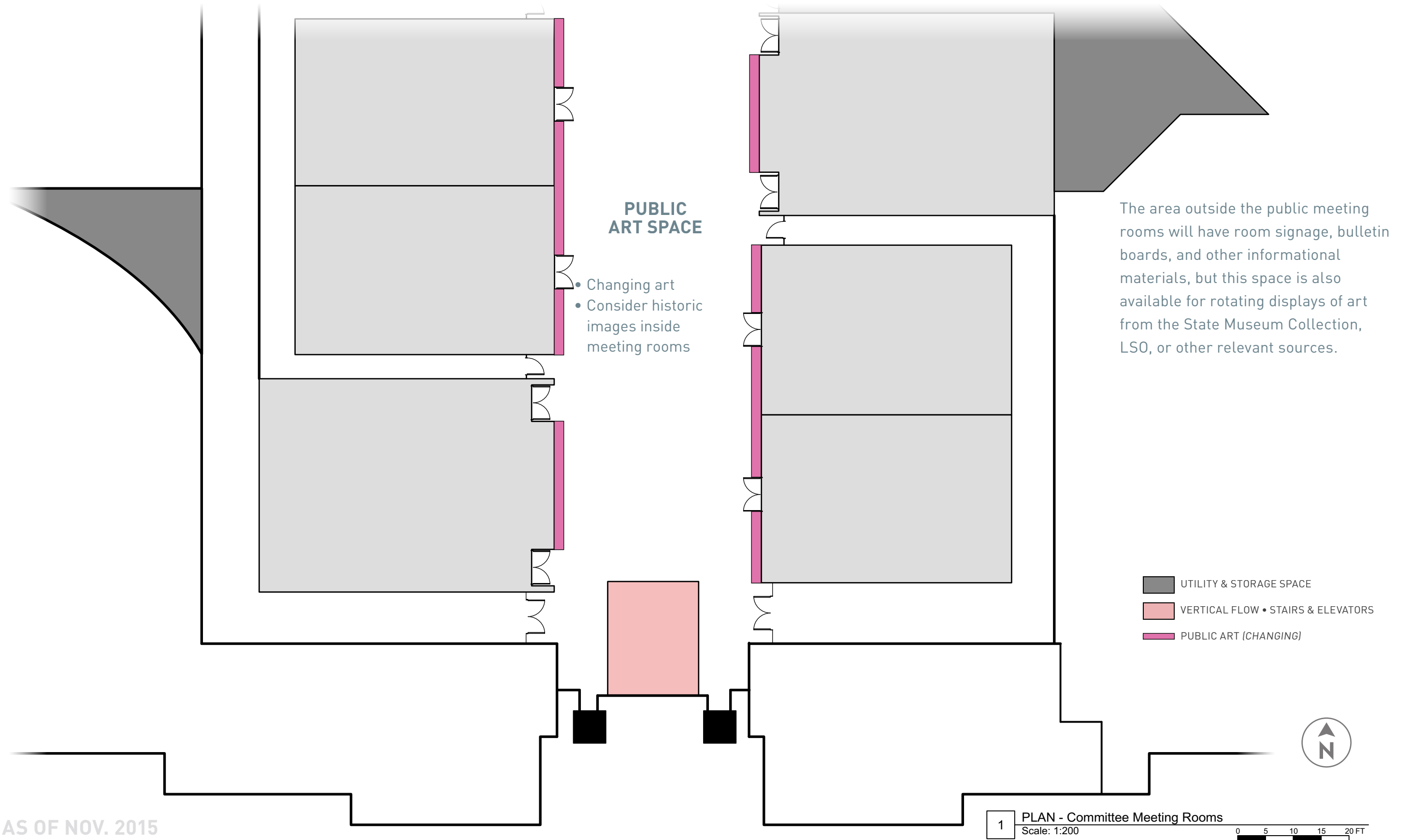
The center of the Extension provides an opportunity to use exhibits as a way to create informal discussion areas. Each may be divided by double-sided cases. Graphics may be located on the walls and/or on tabletops. The latter could be converted into interactive touchables to allow visitors to access more information on elected officials, political history, documents, and architectural features.

- UTILITY & STORAGE SPACE
- VERTICAL FLOW • STAIRS & ELEVATORS
- EXHIBIT CASES
- INTERPRETIVE EXHIBITS





1 PLAN - Small Group Meeting / Exhibit Space
Scale: 1:100

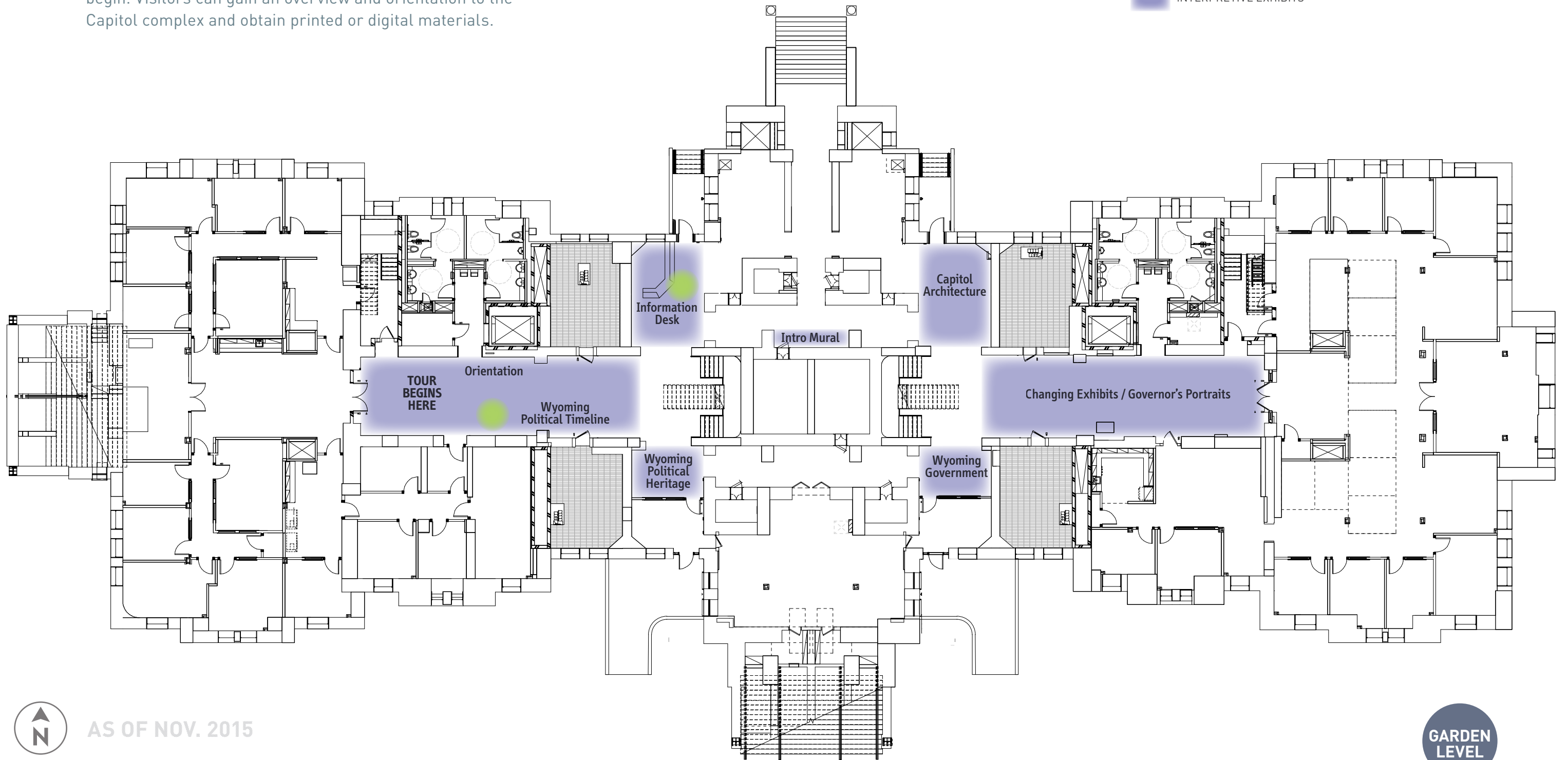
CAPITOL EXTENSION / PUBLIC ART SPACE (OUTSIDE MEETING ROOMS)



CAPITOL BUILDING / GARDEN LEVEL / INTERPRETIVE PROGRAMMING

The Garden Level is the location of most of the interpretive exhibitry in the Capitol building. This is also where tours may begin. Visitors can gain an overview and orientation to the Capitol complex and obtain printed or digital materials.

-  POTENTIAL MOBILE SITE STOPS (GENERAL LOCATIONS)
-  INTERPRETIVE EXHIBITS



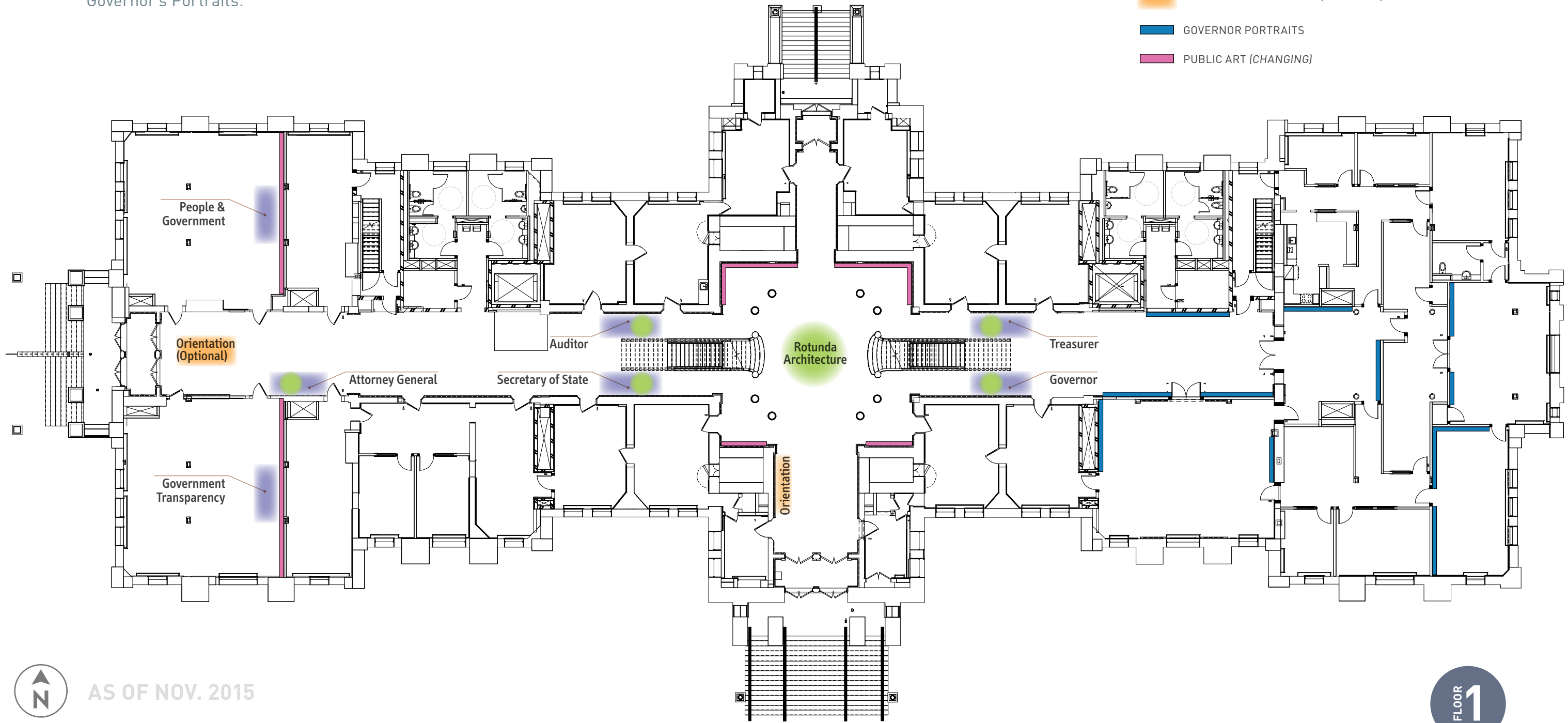
AS OF NOV. 2015

GARDEN LEVEL

CAPITOL BUILDING / 1ST FLOOR LEVEL / INTERPRETIVE PROGRAMMING

This plan indicates general locations for potential interpretive signage (graphics, exterior waysides, and mobile site stops). The main level offers the chance to provide minimal, consistent introductions to each office's roles, and more focus on the Governor's Portraits.

- POTENTIAL MOBILE SITE STOPS (GENERAL LOCATIONS)
- INTERPRETIVE EXHIBITS (NOT LITERAL SIZE/PLACEMENT)
- ORIENTATION TO CAPITOL (PORTABLE)
- GOVERNOR PORTRAITS
- PUBLIC ART (CHANGING)



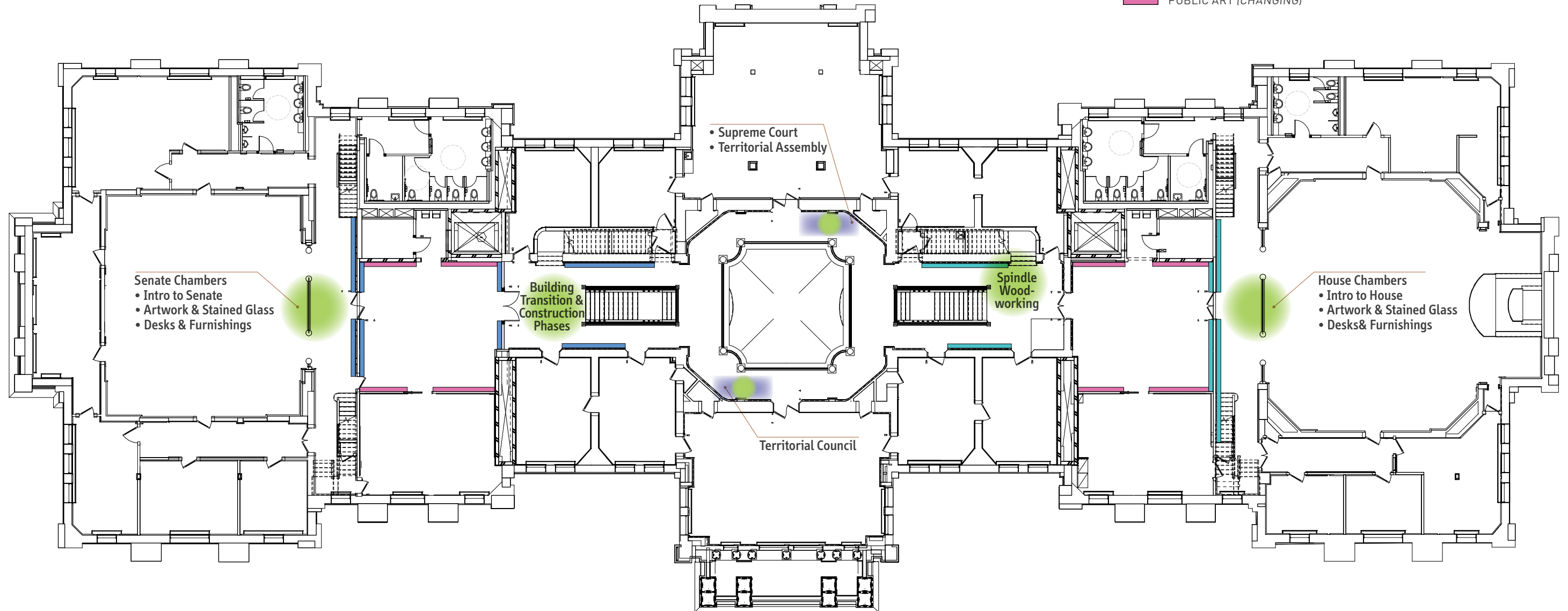
AS OF NOV. 2015



CAPITOL BUILDING / 2ND FLOOR LEVEL / INTERPRETIVE PROGRAMMING

Composites and public art—which may consist of changing displays—are the focus of this level, which may also cover more in-depth exploration of the building’s architecture. Note that the restored Supreme Court chambers may include an interpretive overview panel, similar in style to the executive and legislative graphics.

- POTENTIAL MOBILE SITE STOPS (GENERAL LOCATIONS)
- INTERPRETIVE EXHIBITS (NOT LITERAL SIZE/PLACEMENT)
- SENATE COMPOSITES
- HOUSE COMPOSITES
- PUBLIC ART (CHANGING)



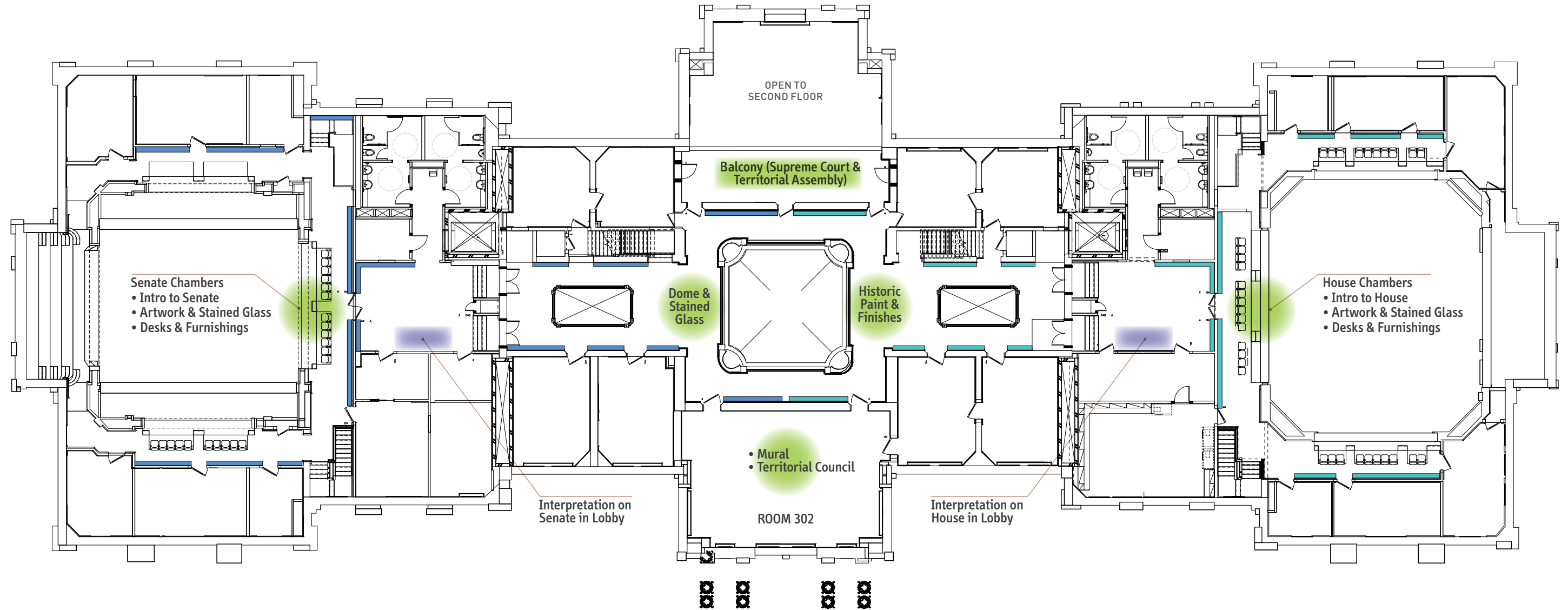
AS OF NOV. 2015



CAPITOL BUILDING / 3RD FLOOR LEVEL / INTERPRETIVE PROGRAM

Tour groups and independent visitors will be encouraged to start their exploration of the Capitol building on this level and make their way down. Thus, we recommend basic introductory interpretive panels in the lobbies outside the chambers. The bulk of other interpretive programming consists of restoring the legislative composites and integrating a mobile experience to highlight architectural features.

- POTENTIAL MOBILE SITE STOPS (GENERAL LOCATIONS)
- INTERPRETIVE EXHIBITS (NOT LITERAL SIZE/PLACEMENT)
- SENATE COMPOSITES
- HOUSE/ASSEMBLY COMPOSITES



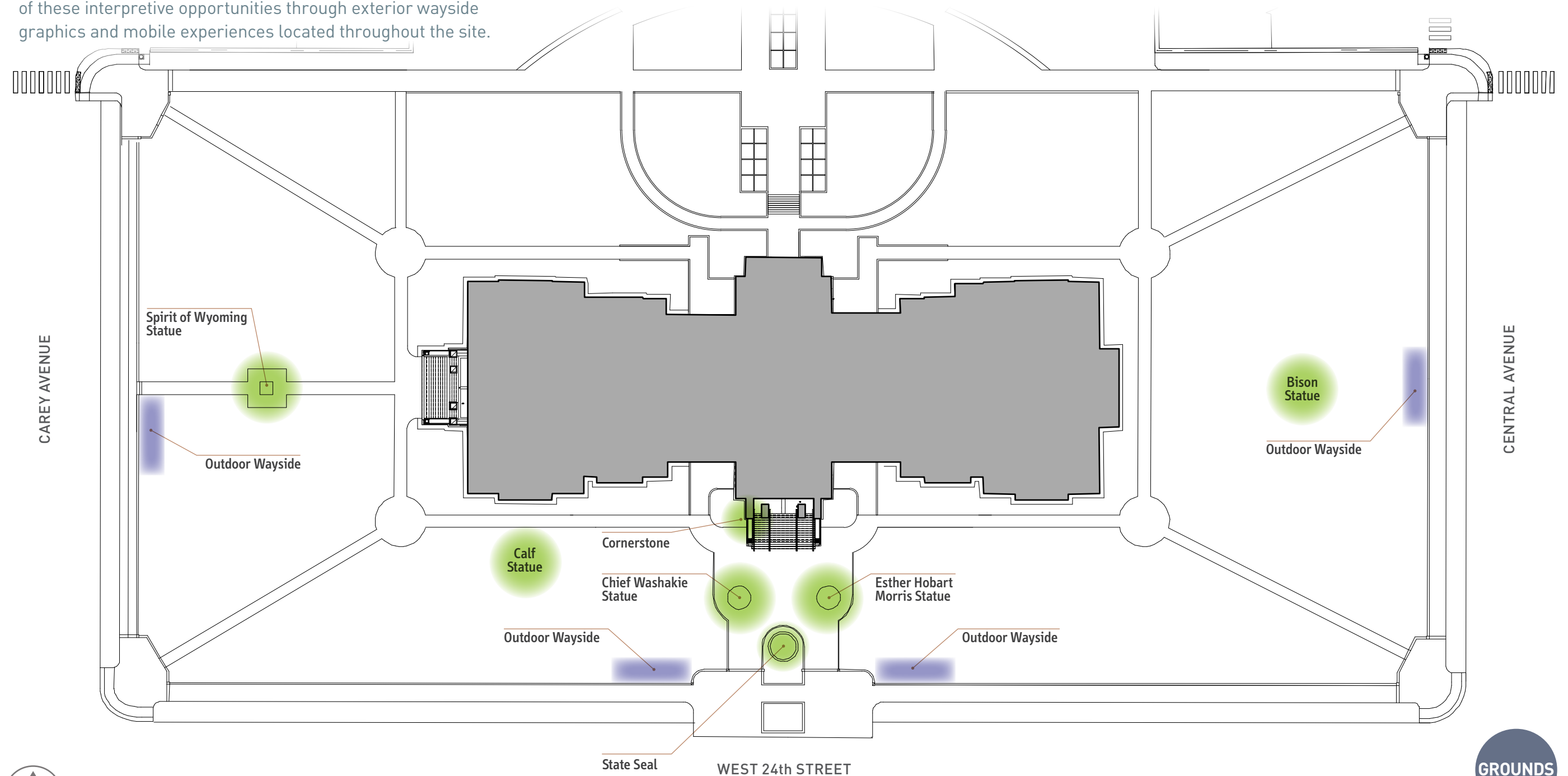
AS OF NOV. 2015



CAPITOL BUILDING / GROUNDS / INTERPRETIVE PROGRAMMING

The Capitol grounds feature statues commemorating important individuals, animal life, and the Spirit of Wyoming. Additionally, visitors walking the grounds can take in majestic views of the building and its architectural features. We suggest building off of these interpretive opportunities through exterior wayside graphics and mobile experiences located throughout the site.

- POTENTIAL MOBILE SITE STOPS (GENERAL LOCATIONS)
- INTERPRETIVE EXHIBITS (NOT LITERAL SIZE/PLACEMENT)



1 SITE PLAN
Scale: 1" = 50 ft



AS OF NOV. 2015

Bill Gollings
Statue

Subheads & Accents

Trump Medieval (subheads)

HEADLINES

Copperplate (headlines + titles)

Minor Subheads

SECONDARY SUBHEAD HERE

{1814-1902}

0123456789

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 0123456789

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 0123456789

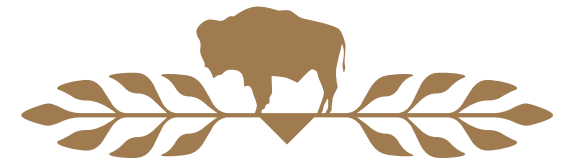
Trump Medieval (secondary subheads + dates)

This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than *seventy five words* but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 0123456789

Adobe Caslon (body text)



ICONS / EMBELLISHMENTS

0123456789

“This calligraphic typeface may be used for quotes and other type accents.”

Poetica Chancery (quotes)

QUOTE ATTRIBUTE / DATE 1234567890

Trump Medieval (quote attributes)

COLORS



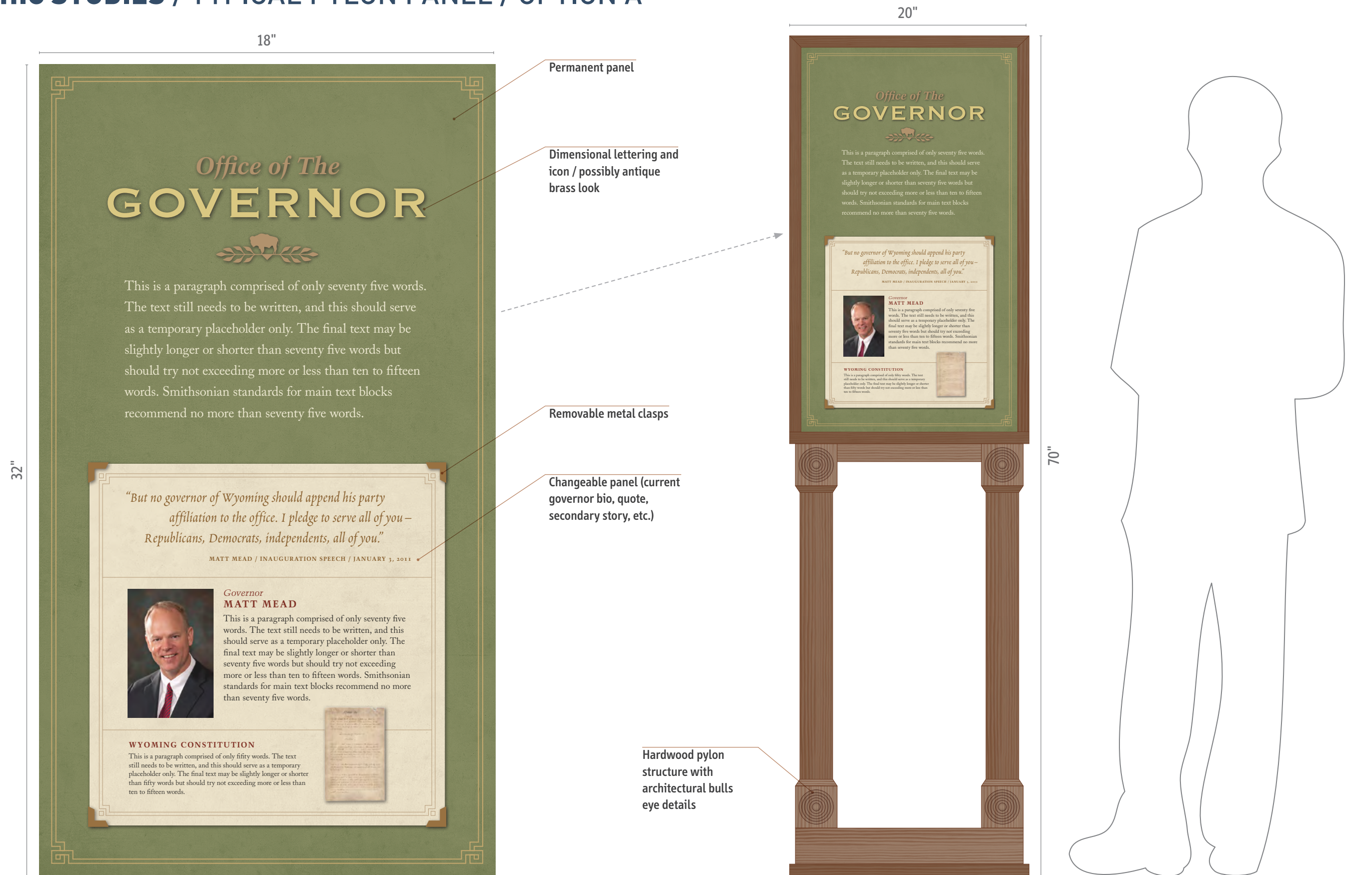
ACCENTS



COLOR REFERENCES



GRAPHIC STUDIES / TYPICAL PYLON PANEL / OPTION A



GRAPHIC STUDIES / TYPICAL PYLON PANEL / OPTION B



GRAPHIC STUDIES / PYLON BASE OPTIONS



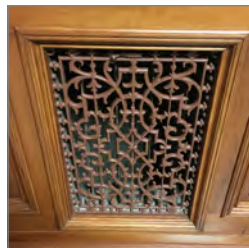
Hardwood pillars including bulls eye details reference building architecture

BUILDING REFERENCE



Structure frames inset decorative antique grate

BUILDING REFERENCE



Structure frames tonal historical photos / image direct printed on acrylic/glass

BUILDING REFERENCE



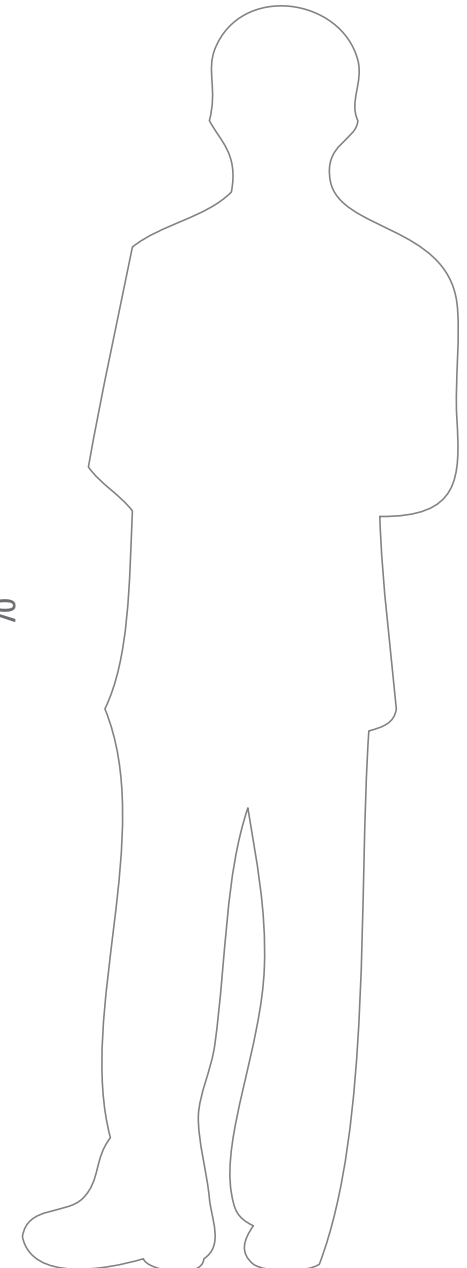
Pattern of inner frames references building architecture

BUILDING REFERENCE



70"

20"



GRAPHIC STUDIES / LARGE WALL PANEL / OPTION A

66"

Dimensional lettering and icon / possibly antique brass look

Panel may be framed with classic hardwood picture frame



46"

Large background image panel

Permanent main panel

Changeable middle panels (top & bottom) with metal clasps

Printed glass/acrylic quote panel with metal stand-offs (background image seen through glass)

GRAPHIC STUDIES / LARGE WALL PANEL / OPTION B

54"

Dimensional lettering and icon / possibly antique brass look

Panel may be framed with classic hardwood picture frame

SENATE
Chambers

This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

SEC. 1. COMPOSITION AND NAME OF LEGISLATURE.
The legislative power shall be vested in a senate and house of representatives, which shall be designated "the legislature of the State of Wyoming."

IMAGE CAPTION
This is a paragraph comprised of only fifty words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than fifty words but should try not exceeding more or less than ten to fifteen words.

Stained Glass
SUBHEAD HERE
This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

Chamber Desks
SUBHEAD HERE
This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

"... the most important thing a Senator can do is listen to Wyoming people, their hopes, their dreams, their concerns for themselves, their children, their families, their communities ..."

SENATOR JOHN BARRASSO
SEPTEMBER 10, 2007

30.5"

Permanent main panel

Changeable middle panels (top & bottom) with metal clasps

Background quote panel

GRAPHIC STUDIES / TYPICAL WAYSIDE PANEL / OPTION A

Wayside number coordinates with mobile site information

Dimensional lettering and icon / possibly antique brass look

Applied image panel with metal clasps

Weather resistant HPL (high-pressure laminate) panel

Dimensional tactile panel with metal clasps

18"

48"

6

CAPITOL CONSTRUCTION:
Phases of Growth

This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

CAPITOL BUILDING {1888}
This is a paragraph comprised of only fifty words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than fifty words but should try not exceeding more or less than ten to fifteen words.

A DYNAMIC BUILDING
This is a paragraph comprised of only twenty five words. The text still needs to be written, and this should serve as a temporary placeholder.

Statue of
ETHER HOBART MORRIS
{1814-1902}

This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.

1917
1890
1888

GRAPHIC STUDIES / TYPICAL WAYSIDE PANEL / OPTION B

18"

48"

Wayside number coordinates with mobile site information

Dimensional lettering and icon / possibly antique brass look

Applied image panel with metal clasps

Weather resistant HPL (high-pressure laminate) panel

6

CAPITOL CONSTRUCTION: Phases of Growth

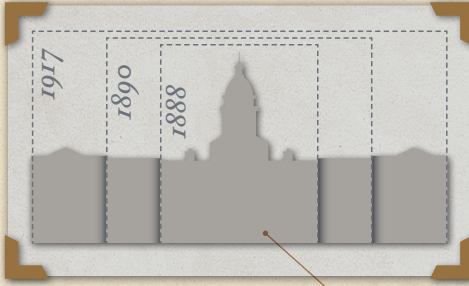
This is a paragraph comprised of only seventy five words. The text still needs to be written, and this should serve as a temporary placeholder only. The final text may be slightly longer or shorter than seventy five words but should try not exceeding more or less than ten to fifteen words. Smithsonian standards for main text blocks recommend no more than seventy five words.



CAPITOL BUILDING {1888}
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A DYNAMIC BUILDING
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Statue of
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Dimensional tactile panel with metal clasps

Interpretive Planning During the Renovation Period

During the three-year renovation of the Capitol, visitors will still have opportunities to explore exhibits about the Capitol during a trip to Cheyenne. These exhibits may be housed at the State Museum in a rotating display area. Changeable graphic panels and cases could accommodate exhibits on the Capitol's architecture, the state's political history, and Wyoming civics. The State Museum has developed a list of potential artifacts from their collection that could be included in these temporary exhibits. Also, historic architectural components found during the renovation could be displayed, allowing visitors to get a sense of how the building changed over time. These and other elements could then be relocated to the Capitol as the building is completed.

Additionally, some of the multimedia interactives describes above and in the following section could be implemented during the renovation by hosting a "Learning Lab" environment at the Museum. A supplementary exhibit could feature a live webcam, slideshow, or time-lapse video of construction at the Capitol, so visitors will be able to see what is happening during construction. This approach would benefit visitors, who would be able to learn about the Capitol during its renovation and test cutting-edge multimedia components. It would also benefit the Capitol, as they could evaluate interpretive exhibits at the Museum and determine what, if any, changes should be made to plans for the Capitol visitor experience.

Once the building has reopened, State Museum staff should continue to offer shared tour packages that encourage teachers to get the most out of a visit to Cheyenne. Our scheduling recommendations can be found in the Exhibit Techniques and Visitor Experience sections on previous pages. Additionally, we envision several changing exhibit areas in the Capitol extension and Capitol building that could house temporary exhibits curated by State Museum staff members. These exhibits would highlight the main interpretive messages of the Capitol, but may also speak to the links between the State Museum and Wyoming's political structure.



Implementation Schedule

The conceptual design is a basis from which further design and content development proceeds. We recommend that the selected conceptual design serve as a springboard for the subsequent design phases, beginning in the spring of 2016. Two subsequent design phases (Design Development and Final Design) allow the content to unfold and provide multiple iterations for client review and approval. The design elements proceed from concepts to tight detailed drawings.

Given the timeframe for the project, we recommend following a design-bid-build approach. This will enable the design to unfold at an efficient pace and still affords Wyoming the ability to obtain competitive bids on construction drawings. This allows the state to compare tight bids that are rooted in detailed drawings.

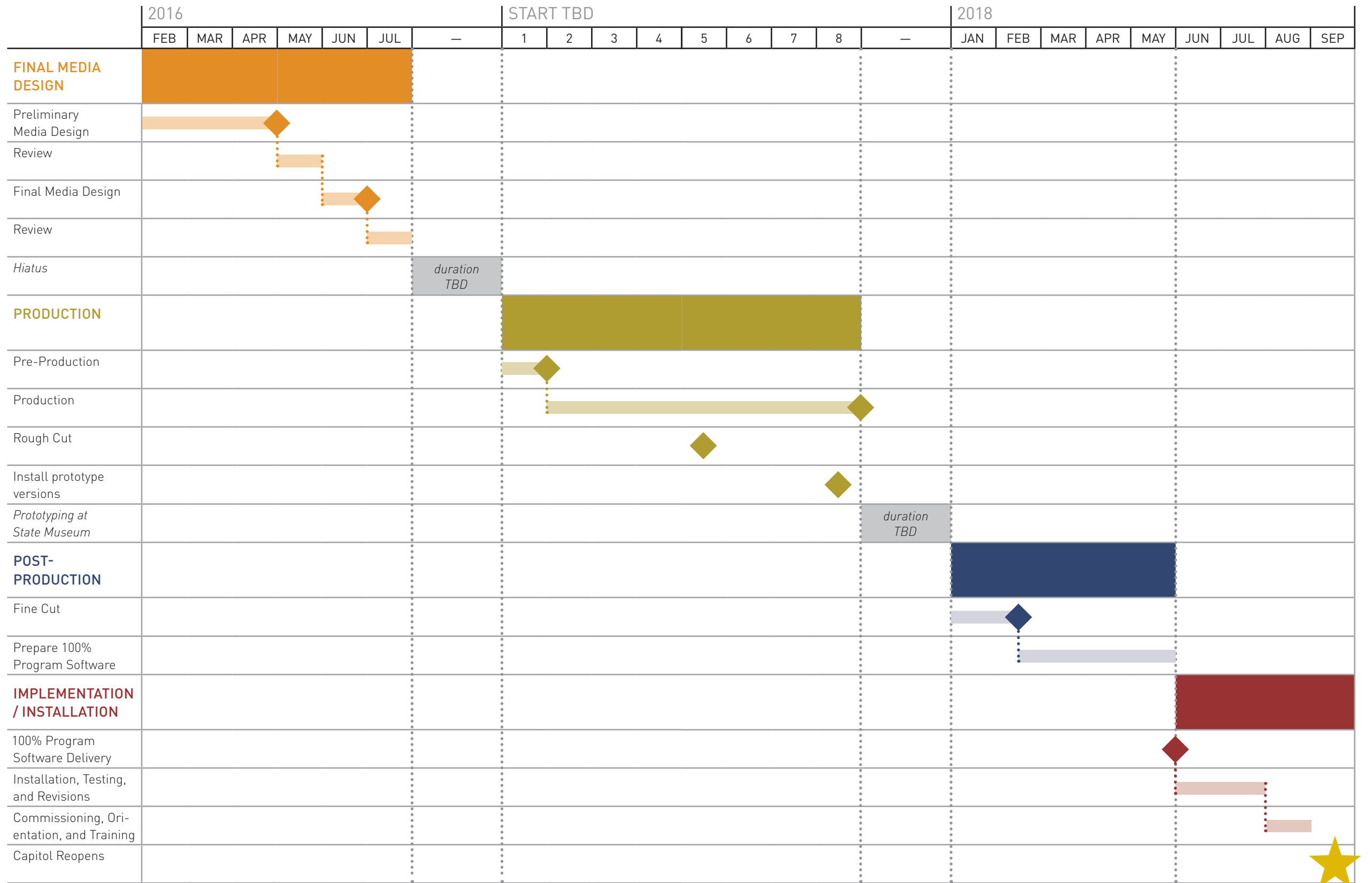
Note that several of the suggested elements may be audiovisual experiences. These could proceed at an earlier phase, if the Oversight Group decides to implement new programming in a temporary location, such as the State Museum. This would enable testing and user analysis prior to the opening of the Learning Center. Throughout this period, new programming should be developed in conjunction with the LSO and the State Museum.

Project Phase	Dates
Design Development Phase	2/16 – 7/16
Final Design Phase	8/16 – 1/17
Construction Drawings and Fabrication Bid Specifications Package	2/17 – 5/17
Fabricator RFP and Selection	6/17 – 8/17
Fabrication	8/17 – 4/18
AV Media Production*	Please See Next Page
Installation	5/18 – 9/18
Opening	9/18

*Elements of AV Media could be developed earlier to allow for testing in a temporary space at the State Museum. Please see the following page for more information.

MEDIA PRODUCTION SCHEDULE

◆ = DELIVERABLES



Appendix A: Kickoff Meeting Notes (incorporating LSO revisions)

Wyoming's Capitol Square
Interpretive Master Plan and Conceptual Design Kickoff
September 16-17, 2015: Meeting Notes

Overview and Summary

The Design Minds team met with stakeholders and interested parties during a series of targeted discussions to start the interpretive planning and conceptual design process. Our recommendations will be based on creating the best possible visitor experience for the many audiences coming to the Capitol. Over the course of two days, several guiding principles emerged, which will shape the direction of the interim planning documents. These “project parameters” include:

Spatial Considerations

The Capitol Building is the primary and most important artifact, and interpretation and exhibits should not interfere with the ability of visitors to experience the building. A Learning Center geared toward school groups (4th and 5th graders are the primary visitors) will be located in the Herschler Building. Middle school and high school students often visit to learn about civics and is another important school group audience. The Capitol is “the people’s house” and will remain open and accessible to visitors to the greatest degree possible. Although the building designs (Capitol Building, Connector, and Herschler) are not finalized, the visitor experience should consider these spaces in an integrated interpretive manner. The Capitol Grounds will remain uncluttered, although a new, unified wayfinding signage program will be developed. Interpretive graphics, judiciously located, are appropriate.

Programmatic Considerations

School groups will be directed to the Learning Center to start their experience, entering the complex at the Herschler Building. Tour bus groups will also enter through Herschler. Walkup visitors must at least have the option to experience the Capitol Building first, including through the monumental entrance at the south of the building. Different interpretive programs (that is, different versions of the tour) may be appropriate for different types of visitors. The Capitol Square experience involves many agencies, organizations, and groups. Visitors should have a unified experience that integrates as many of these entities as practicable.

Interpretive Considerations and Educational Goals

The major topics consist of Wyoming history (especially political history), the architecture and history of the Capitol Building, and Civics (how Wyoming’s government works). The overarching theme, or “big idea” should focus on:

- The People’s House: How accessible the Capitol and the process of government is for all citizens.

- The Process Works: Wyoming’s democratic process brings people together to govern.
- This is Cool and I Want to Be Involved: Citizens, especially students, should be inspired to be a part of their government.
- *Wyoming’s Social Studies Content and Performance Standards are a critical guide to creating interpretive programming, including exhibits, activities, and takeaway materials.*

Exhibit Considerations and Locations

October 2015 Note: *Design Minds has continued to interface with MOCA after these notes were developed. Our Interim Plan reflects some changes to the exhibit space since our September meetings. However, we include the following as an important guide to see where the design has evolved over time. The bulk of the information below is still relevant to our Interim Plan.*

The different spaces where exhibits may be located will be considered differently, so that appropriate levels of exhibitry are suggested based on, among other factors: the suitability of the spaces; anticipated use by legislators, government employees, and members of the public; school groups, tour groups, and other visitors. Initial guidance and planning will focus on varying levels of interpretive exhibits such as:

The Capitol Building, Levels 1-3 are the core of the working Capitol, which is also the primary artifact. This suggests that interpretive exhibits be minimized. This could include judicious use of wall panels to interpret specific rooms, and—potentially—consideration of removable exhibits.

The Capitol Building, Garden Level, less ornate and with less legislative activity, may offer more appropriate spaces for interpretive exhibitry. The building designs for this level are evolving and the design team will coordinate on how best to integrate exhibitry in these spaces.

The Connector (Tunnel) between the Capitol Building and the Herschler Building offers the opportunity for a range of exhibitry. Planning for this space will consider several potential solutions, ranging from interactive elements to static displays. The emerging design includes meeting spaces, so exhibits must not interfere with anticipated foot traffic, especially during legislative sessions.

The Herschler Building, Garden Level, includes a dedicated space—as yet not defined—that will function as a Learning Center. This area will be a core exhibit area for school groups, likely where they will begin their visit to the Capitol. This may be the most appropriate space to integrate highly interactive exhibits, including audiovisual elements. The design team visited the Gateway Center at the University of Wyoming to see examples of exhibits that have captured the attention of some of the legislators. The Learning Center must also serve as a classroom for students where lessons can be taught, as well as storage for coats, backpacks, and lunches.

The Capitol Grounds may include interpretive signage focusing on the building and statues.

Budgetary Goals, Options, and Phasing

The team agreed that a range of options, based on varying levels of design, will provide the Legislators with the most information from which to make a decision on the locations, complexity, and appropriateness of exhibits throughout the targeted spaces. No specific budget range was provided.

Providing a range of options will also enable the legislative reviewers to consider if exhibits might be phased in over a period of time. In this case, it is still imperative that the Learning Center be considered a top priority.

Schedule and Next Steps

The exhibit design team will present an interim interpretive plan and conceptual design approaches in Cheyenne, likely during the last week of October 2015.

Meeting Summaries

The following summaries capture the main goals, topics, and discussions held during the various meetings the exhibit designers participated in on September 16-17, 2015, in Cheyenne and Laramie. These are not exhaustive notes; they are intended to summarize each session.

Tour of the Capitol and Meeting with Lynette West

Goal of Meeting: Visit the Capitol Building to experience a typical tour and obtain the perspective and insight of the primary tour guide. The tour also allowed the designers to spend time in the Capitol Building.

Key Points:

- The Capitol Building is the most important artifact.
- Visitors spent about an hour on the previous/existing tour.
- School groups often split up, with half going to the state Museum and half touring the Capitol, before switching locations. 5th graders currently spend 30 minutes in the chambers, when the Legislature is in session.
- During legislative sessions the spaces on the main levels (1-3) are very active and flow must be maintained for legislators, staff, lobbyists, media, session observers, etc.
- Ideal tour sizes are around 25 people; typical groups range up to 30 kids.
- School groups often participate in programming in the chambers with legislators, a highlight of their tours.
- Currently, there is no tour script.
- Walk-in visitors currently include state capitol enthusiasts, a very dedicated audience. They, along with the majority of current adult visitors enjoy the architectural features of the Building, the artwork, and spending time in the legislative chambers.

Impact on Interpretive Planning/Conceptual Design:

- The main levels of the Capitol Building (1-3) should include minimal interpretive exhibitry, as the building itself—its architecture and the history of the structure—should not be encumbered by displays.
- The current tour (beginning on the third floor [Room 302] and working down) will be supplemented by additional interpretation in the Herschler Building and the Connector. Different visitor groups may experience the Capitol Building differently, for example, school groups may begin their tour in the Herschler Building, while “walk-ins” may continue to enter the Capitol Building first.
- The Governors Portraits and Legislators Portraits Composites will be hung back in the Capitol Building, as they are extremely popular with resident and tourist audiences, and they provide interpretive opportunities on the tour. They are an important, appropriate part of most capitol buildings.

Meeting with Core Project Team, including Michael O’Donnell (Attorney General’s Office), Diane Shober (Executive Director, Wyoming Office of Tourism), Kristin Phipps (Visitor Engagement Senior Manager, Wyoming Office of Tourism), David Hart and Paul Brown (MOCA)

Goal of Meeting: Introduce the exhibit designers to the core project team spearheading the overall project, including state officials guiding the high-level planning and the MOCA project leaders who will be coordinating the overall design vision and process.

Key Points:

- The design is shifting to align with desired project parameters, including visitor experience, schedule, and budget.
- The Capitol Building will reflect 1917 as the period of significance.
- The Rotunda will be cleared of visitor services desks/offices.
- The Building will remain accessible to the public, with all entrances open except in conditions of heightened security.
- The Legislative Services office will be returned to a two-level space, reflecting the Supreme Court chambers (and original territorial legislative chambers)—one of the most remarkable rooms in all state capitols.
- Public meeting rooms will be opened up on the West side of Level 1.
- The Capitol’s Garden Level will be returned to the prior state, which will open up spaces that are well suited for museum-quality exhibits.
- Committee rooms will be added to the Connector, which will also be outfitted with a skylight to provide visitors with a view of the Capitol Building as they move from the Herschler Building.
- The Capitol Grounds will be uncluttered, but may feature interpretive signage.
- The Herschler Building will include a dedicated space for the Learning Center, and school buses will drop youngsters off on the North side of that building.
- The Herschler Building will also be the ideal location for the gift store.

- Interpretive signage should work within an overall graphic design aesthetic established for Capitol Square.

Impact on Interpretive Planning/Conceptual Design:

- Visitor flow may continue from all entrances to the Capitol Building.
- School groups will enter Capitol Square through the Herschler Building, beginning their experience at the Capitol at the Learning Center, moving through the Connector, and into the Garden Level of the Capitol Building.
- The Capitol's period of significance (1917) is one of the stages of the Building's evolution. Interpretation should highlight the initial center structure, including the unicameral legislative chamber and the two subsequent expansions of the wings. [LSO NOTE: it was not a unicameral chamber. The Territorial House of Representatives met in the two-story space on the second and third floor on the north side of the Rotunda (Room 213) and the Territorial Council (equivalent of the Senate) met on the south side of the second floor of the Rotunda (Room 204).
- Levels 1-3 of the Capitol Building should include minimal exhibitry. Some interpretive signage in significant rooms and possibly moveable, minimally obtrusive exhibits that can be relocated during legislative sessions. Mobile apps may be appropriate to highlight building architecture and history without cluttering the Capitol.

Meeting with Senator Tony Ross, and the members of the Legislative Services Office (LSO), including Wendy Madsen (Legislative Information Officer), Anthony Sara (Legislative Information Officer), and Riana Davidson (Associate Legislative Information Officer).

Goal of Meeting: Introduce exhibit design team to Senator Ross and members of the LSO, in order to obtain their perspective on the renovation project, with particular emphasis on visitor goals and outcomes.

Key Points:

- Senator Ross summarized the goals of the planning process, saying, "This is our one chance to do this right." He reiterated the importance of creating a solid plan.
- Senator Nicholas' vision was shared by the LSO team, and this includes keeping the building accessible, reflecting the reality that this is the people's building. Visitors should be able to go into as many rooms in the Capitol as reasonably possible.
- The legislative process in Wyoming is incredibly transparent.
- The Learning Center should be an engaging, museum quality space.
- The Media Room may be a good place for students to learn about the role of the media.
- There is no established budget for the project, but a range of options and potential costs will allow the Capitol Building Restoration Oversight Group to make a fully informed decision.
- Input is also needed from the Executive Branch.

- It is important that ongoing costs (specifically maintenance of AV elements) is considered and presented during the planning phase.
- A key student audience for the Legislature, in addition to fourth graders, are middle and high school students, who are learning about civics.
- Fact checking is important to make sure the stories we tell are accurate.
- The building has many historic architectural stories that need to be included in interpretation (e.g. the two-story space originally served as the Territorial House, and then the Supreme Court, the location of the basement coal rooms, etc.)

Impact on Interpretive Planning/Conceptual Design:

- *Main topics: Architecture, History, Civics, and Art*
- The Learning Center is a main priority and should function as a classroom space. During legislative sessions, student activities could take place in the Learning Center instead of the chambers.
- Senator Ross referenced “We the People” (H.S.) and “Project Citizen” (Jr. H.S.) as good models for student engagement.
- LSO provided significant insight on the innovative approaches their team has developed to engage students in civics, particularly. These plans should inform the approach to the Learning Center and to programming for students during their visit to the Capitol Building.
- The overall experience should be cohesive for visitors, “one voice, one tone.”
- Different types of tours are appropriate for different visitor audiences, e.g. students, aficionados, casual visitors, adult groups, etc.
- An online component should be considered.
- *Senator Ross summed up the big ideas he would like to see visitors—especially students—take away from their experience at Capitol Square: “This is a cool place and what happens here is important. The process works and I want to be a part of it.” “Politics is hard; it takes a lot of work.” “Our process is distinct to Wyoming.”*

Meeting with Wyoming State Parks and Cultural Resources and State Museum staff, including Milward Simpson (Director, SPCR), Sara Needles (Administrator of Cultural Resources), Mark Brammer (Director, State Museum), and Nathan Doerr (Curator of Education, State Museum)

Goal of Meeting: The State Museum collection may provide resources for exhibit displays in the Capitol Building. Moreover, the Museum’s education mission is closely linked to the outreach programs (including tours) that have been held at the Capitol Building. A key discussion point was how to provide visitors with programming about the Capitol Building during the 3-year renovation project.

Key Points:

- Governors portraits and Legislative Composites will continue to be displayed.

- Susie Taylor (Archives) provided the team with a hard drive of archival images related to the Capitol Building and Grounds.
- Mark Brammer provided a list of potential artifacts from the Museum collection that could be included in the exhibits.
- The Capitol Building is designed to inspire respect and honor for the legislative process. “Inspired by democratic process and to inspire people to honor that process.”
- The Governor’s Capitol Art Exhibition should be considered in planning; perhaps the Herschler Building would be an appropriate location.
- There are collections of oral histories, which could be included in interpretive exhibits.
- Climate control and security should be considered when evaluating potential exhibit cases.
- Educational programming at the Museum and the Capitol are closely linked, and students should continue to receive a holistic experience.

Impact on Interpretive Planning/Conceptual Design:

- *Reiterated that the main topics are: Architecture, History, Civics, and Art*
- Visitors should have a clear, coherent experience.
- The Learning Center can play an important role in the overall visitor experience, especially for students. How will this experience integrate with students’ visit to the State Museum? How can programming at both locations provide a cohesive learning experience?
- It is possible that a longer experience (four hours, perhaps 1.5-2 hours at each location, including lunch) would allow teachers to satisfy significant elements of the state standards, creating further incentive for teachers across the state to visit Cheyenne.
- The visitor experience may consider a unified option that includes the Capitol Square complex, the Supreme Court, and the State Museum.
- Planning should suggest options for students to continue to learn about the Capitol Building, history, and Wyoming government, even during the renovation. The Museum may be a logical place to provide this experience in the interim.

Meeting with Visit Cheyenne President and CEO Darren Rudloff

Goal of Meeting: Visit Cheyenne has a unique perspective on the overall experience of visitors to Cheyenne, especially tourists, but also Wyoming residents. The design team discussed how the Capitol Square experience relates to the overall visitor experience in the city.

Key Points:

People come to Cheyenne to see a “classic western city.” There is an authentic experience that people crave and find in Cheyenne.

Other buildings in Cheyenne have a relationship to the Capitol Building. For example, the Nagle-Warren Mansion is built from blocks rejected by the original Capitol architects. Trolley Tours include stops at the Capitol, and will continue to do so. The current Guide by Cell program is an attempt to link various cultural and historic sites in Cheyenne under one visitor experience umbrella. Perhaps this experience could be updated, which might unify the various sites into a more cohesive visit.

Impact on Interpretive Planning/Conceptual Design:

Big idea for visitors should focus on the history of the Capitol Building and the architecture of the structure, as well as on the history of the legislators.

“This is a building of the people. It is also right-sized for Wyoming and visitors sense that.” A mobile program (such as Guide by Cell, but any mobile application) would help connect visitors to one overall Cheyenne experience.

Meeting with Bill Dubois

Goal of Meeting: Mr. Dubois’ grandfather, William Dubois, designed the 1915-1917 extension of the Capitol Building, and the design team wanted to get his perspective on the building, based on his interactions with his grandfather, as well as his many years as a history teacher bringing classes to the Capitol.

Key Points:

- Mr. Dubois also worked in the Capitol as the Reading Clerk of the House (16 years)
- William Dubois was a legislator before he took on the Capitol expansion.
- Mr. Dubois, only a young man when his grandfather passed away, did not gain much insight from his grandfather into his role at the Capitol.
- The bucking horse and rider “bronco” statue was once located above the Connector, but its weight was such that it needed to be relocated.
- Mr. Dubois is also related to Esther Hobart Morris (his great-great grandmother).

Impact on Interpretive Planning/Conceptual Design:

- Mr. Dubois has done oral histories in the past, and is a strong candidate to offer additional personal insight for the new exhibits and interpretation.

Meeting with Paula Smith (Wyoming Department of Education [WDE], Buyer) representing Superintendent Jillian Ballow, and Nathan Doerr (Curator of Education, State Museum)

Goal of Meeting: The design team sought to gather the vision of the Superintendent and staff as it pertains to WDE’s desired interaction with Wyoming students.

Key Points:

- Stephanie Brady (WDE) is the point of contact for content standards, to best ensure that interpretive experiences best align with educational goals.

- Contemporary issues are excellent ways for students to best understand how the legislative process works.
- The Learning Center should be able to be updated so that content remains current.
- AV is a potential tool, but the interface should not rely completely on technology solutions.
- Different programs should be developed for different grade levels and topics. History, civics, and architecture are appropriate topics.
- The students' experience should begin with programming well before they reach Cheyenne, both in the classroom and, potentially, on the bus ride here—there is currently little pre-visit preparation done.
- WDE can help reach out to teachers to survey them on what they think would be a great experience for students coming to visit Capitol Square.

The design team will work with Nathan to develop a survey for targeted teachers, in order to gain their insight on what they would like to include in the planning of the interpretive exhibits, especially the Learning Center.

Impact on Interpretive Planning/Conceptual Design:

- Social Studies Content and Performance Standards (12/18/14, to be fully implemented by beginning of 2017-2018 school year) must be considered when developing the Learning Center, as well as all elements of the student experience.
- Exhibits will not replace the role of docents/guides/teachers in the learning process.
- Exhibits should provide an environment for learning that helps teacher and students achieve the goals of the Standards.
- There should be an overall, unified visitor experience for students so that educators see the purpose and positive tangible outcomes of bringing students to the Capitol complex.

Meeting with Rick Ewig (Acting Director, American Heritage Center, University of Wyoming)

Goal of Meeting: Rick worked closely with the Gateway Center team, and the Center is an example that has inspired key supporters of the Learning Center. Moreover, Rick is a historian with expertise and knowledge from his years working at AHC and at the State Museum.

Key Points:

- The Capitol Building is “the most important building in Wyoming.”
- In 1987 the Annals of Wyoming published century-old letters from the architect's site representative, which give a great perspective both on the building of the Capitol and life in Cheyenne, ca. 1890.
- The AHC has an enormous collection of video and still images, from which most of the content in the Gateway center was pulled.

Impact on Interpretive Planning/Conceptual Design:

- Include interpretation that shows how issues from the past (Suffrage for example) continue to resonate with contemporary policies. Rick mentioned Wyoming's identity as the Equality State, for example.
- Consider the AHC collection as a resource for the exhibits.

Tours of Gateway Center and the Southeast Wyoming Welcome Centers

The exhibit design team visited the Gateway Center in Laramie and the Southeast Wyoming Welcome Center in Cheyenne. The tours of both sites provided insight into some of the ways visitors to these buildings are accessing content. The Gateway Center, in particular, uses technology to layer a significant amount of material, allowing visitors to access elements of stories that interest them.

The visits offered important perspectives on the expectations of the Oversight Group and helped the design team contextualize comments from prior meetings, in which the Gateway Center in particular was mentioned as a potential model for the Learning Center.

Next Steps:

- Ongoing coordination with and through MOCA to obtain revised drawings of the Capitol Building, Connector, and Herschler Building Learning Center.
- Develop a survey for selected teachers to provide feedback on what they would like to see in the new interpretive exhibits. Anthony has done a lot of work with teachers on what they are seeking for civic education, and would be happy to assist with the survey.
- Schedule any follow up discussions with stakeholders to provide additional insight in order to develop the interim planning materials. Recommend interviews with Dick Kean or Matt Stranigan to get perspectives on civic education components; Judy Saregeant, former Capitol tour guide, was doing her master's thesis on the building and may have some insights. Tom Rea, with the Wyoming Historical Society, has offered that organization's services (for a fee) and they have a wealth of resources to tap.
- Schedule meeting dates for the presentation of the Interim Master Plan and Conceptual Design.



Appendix B: Comments and Correspondence with LSO on Interim Interpretive Planning Document

LSO Comment	Design Minds Response
<p>Core Message: Seems vague and could be applied to any State Capitol. Would like the message to reflect the Wyoming spirit/brand.</p>	<p>Core messages, or “big ideas,” need to be somewhat broad in order to encapsulate the overall theme of an entire exhibit (which contains various themes and subthemes). Our Core Message attempts to link the Capitol building (with its rich history and the need for growth and change over time) with the history of Wyoming. We feel that this story is unique and reflects the growth from a territory to a state. However, we can tweak the message to incorporate more specific references to the Capitol and/or Wyoming.</p> <p>Does LSO have specific thoughts on how this statement could be less vague? What is meant by the Wyoming “spirit/brand”?</p> <p>The Wyoming Office of Tourism may have some ideas for providing a Wyoming focus for the core message.</p>
<p>Who is going to measure the visitation metrics once they are set?</p>	<p>We will consider this as we develop our Final Interpretive Plan.</p>
<p>P. 2: you might want to ask MOCA if they want the Student Learning Center and Visitor Services referenced as part of the Herschler Building or the connector. It might be good to reference it as part of the connector, since those services will be on the same level.</p>	<p>Noted.</p>
<p>P. 3: “old Supreme Court Building” confusion whether that represents the current Supreme Court Building located across the street from the Capitol or whether it is referencing the historic 1890 Supreme Court Chamber in the Capitol (which was the 1888 Territorial House). I think this section is intended to reference the current Supreme Court if it is intended to reference a “unified educational program.”</p>	<p>We meant to reference the current Supreme Court building and will make that change in our document.</p>
<p>P.4, Programming and exhibits: might be worth referencing that the 11th and 12th grade visits typically focus on meeting</p>	<p>Noted.</p>

<p>the civics standards.</p>	
<p>P. 9: does Universal Design address ADA? If so, it might be worth making an explicit statement to that effect.</p>	<p>Yes, it does. We can make this more explicit.</p>
<p>P. 13: Who would be responsible for designing and maintaining a mobile app? Instead of a mobile app, would it make more sense to design a responsive website that has a tour section on the website? A responsive website may be easier/more cost-effective to maintain over time, rather than having to decide if you design an app for Apple or Android users. Additionally, every time a new operating system comes out, the app needs to be updated. A responsive mobile site could host all tour information. Also, not sure what the likelihood would be for someone to download a tour app, it is one added step for the visitor. An idea could be to have some tablets pre-loaded with tour information for people to check out? It also might be worth exploring other Capitols who offer a mobile app tour and looking at their key performance indicator metrics for visitation/downloads of the app.</p>	<p>RLMG, our media partners, would design any mobile experience. Our team is open to developing a responsive mobile website in lieu of a custom app. We concur with the idea of offering a limited number of tablets for visitors to use. Our team will also research other Capitols and their mobile offerings.</p> <p>The plan should identify areas that the State would need to update and maintain resources identified in the interpretive plan, including mobile apps, websites, and rotating exhibits, so that policymakers can make decisions about staffing responsibilities to support the ongoing maintenance of these resources.</p>
<p>P. 18 on Existing Approaches: Do other Capitols tend to have tours offered on weekends? This is a question that has been asked over the years and whether Wyoming’s Capitol should be open for weekend tours.</p>	<p>We will look into this.</p>
<p>P. 21 chart: Might be good to include the Supreme Court for a judicial branch experience. Include the judicial branch in the next planning meeting.</p>	<p>Design Minds has reached out to the Judicial Branch to see if there is interest in creating a combined tour experience. If so, we can incorporate them into this chart. We are also researching their existing and planned interpretive efforts, and will amend our documents to include mention of these plans.</p>
<p>P. 22: Stop at restored Supreme Court is also a good opportunity to discuss the 1888 territorial core of the building, with the Territorial House located in the two-story restored space (current Room 213) to the north and the Territorial Council (equivalent of the Senate) located on the south side of the second floor (currently Room 204). The tour could also discuss how the original House and Senate chambers were located on the second floor in the 1890</p>	<p>We agree that these would be good topics for the tour and associated interpretive media.</p> <p>Does LSO have the Level I and Level II feasibility study historic drawings, and could we get a copy?</p> <p>Here is the link to the Level I/II Documents (See Section HE 101-704): http://ai_files.wyo.gov/ConstructionManagement/Files/VolumeI.pdf These provide locations of entities in the Capitol for the 1888 construction, the 1890 construction, the 1917 construction and subsequent changes through present. Suzanne Norton can provide</p>

<p>wings, as well as discussing that the State Library used to be located on the east end of the first floor and basement in the Governor’s Office. It may be worth including the Level I and II feasibility study historic drawings as an appendix to this document to demonstrate historic use of the building over time.</p>	<p>additional information, if needed.</p>
<p>P. 23: Need to identify a space to eat lunch at the Capitol/Herschler for students, if the student learning center is in use. Could one of the rooms off the catering kitchen be reserved for this use?</p>	<p>We will consider this as we develop our Final Interpretive Plan.</p>
<p>P. 23: as part of the online reservation, it may be possible to develop an a la carte menu of options that correspond to content standards, depending on the focus of the visit. Then, if the students are on a history trip, it may include more focus on State Museum resources, but if they are meeting civics standards, the focus may be more on lessons provided by LSO and possible inclusion of the judicial branch and the tour’s focus could also be tailored to the content standards to be met.</p>	<p>We will consider this option as we develop our Final Interpretive Plan.</p>
<p>P. 25 Retail Space: There was a discussion by Oversight to include some items that are for sale over at the State Museum Store to help direct traffic to the State Museum.</p>	<p>We will consider this approach as we develop our Final Interpretive Plan.</p>
<p>P. 25 end of page: “State House” is not a term used for the Wyoming Capitol.</p>	<p>Noted. We will make that change.</p>
<p>P. 26.1: It is envisioned there will be either static or electronic bulletin boards outside each of the meeting rooms to provide the meeting agenda and information about bills under consideration, so there may be less space on the walls for displays. We also plan to have a credenza with meeting sign-in information and handouts outside of each room below the bulletin board.</p>	<p>Noted.</p>
<p>P. 26.1: LSO will have a copy center on the west side of the collision space area. We would like to have a “window” or some other sort of space to hand out bills, amendments, committee schedules and floor calendars to the public in the</p>	<p>Noted.</p>

<p>corridor from the copy center. These areas are often called legislative “bill rooms” in some Capitols and it is where the public can go to get legislative information. We also plan to have this information available in the third floor lobbies of the House and Senate galleries, but we hope that we can handle some of the document load from this location.</p>	
<p>P. 28: There is a desire on the part of Oversight for the public to be able to go into Capitol committee rooms when not in use and for those rooms to be part of the tour, so that may be something to note as part of the interpretive zones.</p>	<p>We will consider this as we develop our Final Interpretive Plan.</p>
<p>P. 30: Might be worth referencing the Kansas visitor center interactive kiosks (Appendix D) and how they orient visitors. They have large touchscreens that you can click on to “navigate” through the building, as well as to learn about the Legislature and other relevant information.</p>	<p>Noted.</p>
<p>P. 33 and 37: It may be worth considering use of the Media Center for mock press conference activities, because it is envisioned that there will be a small area for news conferences in the Media Center, so it may be a way to save costs to serve two purposes. Much of the year, the Media Center will be underutilized, so this could be a way to better use the resource. It may also be a way to get the Wyoming Press Association and Wyoming Association of Broadcasters involved in helping develop content.</p>	<p>We considered this as part of our plan and may continue to explore this option in our Final Plan.</p>
<p>P. 38: Probably need to be careful about focusing on current legislation, because we have had issues when we have tried to identify “hot bills.” Every legislator believes the bills they carry are important and don’t like for us to pick which bills are the most relevant.</p>	<p>Noted.</p>
<p>P. 38 Tabletop Graphics: Might include the idea of having an “interactive coffee table” that you showed us the video about.</p>	<p>We mention these touchtables in the Interim Plan and will continue to include them as an option (budget pending).</p>
<p>P. 39: Highlighting the State’s unique art collection. Assume this would be pulling pieces from the State Museum collection? At one point, either the Task Force or Oversight</p>	<p>We recommend pulling pieces from the State Museum’s collection, but would be open to displaying images from Wyoming’s counties in addition to artwork.</p>

<p>talked about displaying photographic images from each of Wyoming's counties to show that the Capitol Square belongs to all of Wyoming's people. Kansas did this by etching a state map with each county in a tile floor.</p>	
<p>P. 43: Should the Governor's Portraits also be displayed on the garden level of the east side of the Capitol? This will be Governor's Office space and we have a lot of the portraits and people seem to really enjoy them. More narrative about the life of each Governor could also be included.</p>	<p>We will consider this suggestion as we develop our Final Interpretive Plan.</p>
<p>P. 43: as part of the interpretation of the building itself, we understand that there were many fireplaces in the building and coal rooms in the garden level. We also understand that many of the lights were gas lit and that may have been a relatively new feature at the time of the building's construction, but more research would be needed regarding these elements.</p>	<p>Noted.</p>
<p>P. 46.2: I believe this was discussed at our meeting with MOCA, but having a separate room adjacent to the Learning Center that teachers can access for coats and backpacks will be important for when more than one group is at the Capitol, so as not to interrupt activities taking place in the Learning Center by a different class.</p>	<p>Noted.</p>
<p>P. 46.2: It will ultimately be the recommendation of the Subcommittee, but it is likely cheaper and more flexible to provide configurable tables and seating in the classroom rather than replicas of legislator's desks.</p>	<p>Noted.</p>
<p>What is the desired capacity for the student learning center?</p>	<p>We recommended a capacity range of 40-48 people in our Interim Plan.</p>
<p>P. 46.5: the Media Center is now envisioned to be located on the northeast end of the connector, opposite of the Learning Center.</p>	<p>Noted.</p>
<p>P. 46.8: has the location of the statues been confirmed? Sen. Nicholas asked about the idea of moving the statues to an area that could create a statuary park on the Capitol</p>	<p>We have not heard of these discussion and will confirm statue locations with MOCA.</p>

grounds, but this idea has not been further developed in the site guidelines, yet.	
P. 46.8: do you need a portable orientation display on the west wing first floor entrance for visitors coming in from that direction?	We will consider this approach as we develop the Final Interpretive Plan.
P. 46.9: repeat of earlier comment about other historic changes to the second floor, highlighting territorial use of the 1888 core, 1890 statehood location of House and Senate chambers.	Noted.
P. 46.9: should the composites come out further into the 1888 core? We are running out of room for display and have wall panels that could be used for more display area.	We will consider this approach as we develop the Final Interpretive Plan.
P. 46.9: this comment is also addressed below in Overall Comments, but the second floor rotunda is prominent from the first floor and questions have been raised about art on the wall panels on the corridors around the Rotunda and statuary in the Rotunda niches.	Noted.
How will information in the legislative narratives be displayed or accessed digitally? Will there be signage about how to get the narratives on the app or website?	We do not plan to make the narratives (in their current form) available. We want to take vital information found within those narratives and use it to inform exhibits throughout the Capitol Square complex and in a mobile website.
P. 47: we like the idea of a test audiovisual program at the State Museum while the Capitol renovation takes place. This would allow us testing of the equipment and programming opportunities.	Noted.
P. 47: there was discussion of a live webcam or construction footage over at the Capitol, so visitors can see what is going on as part of the construction.	Noted.
P. 47: I understand that the Tourism Division may also be interested in participating in these efforts, during renovation, as well as after the construction is complete.	Noted.
Appendix B: sending this to We the People and Project Citizen Teachers might be a good way to elicit feedback on the civics components. We could help facilitate that effort.	Noted.

Overall Comments:	
<p>Art in Rotunda: You can see the walls of the second floor rotunda from the first floor. There has been discussion over the years by the legislative Facilities Committee about what art is most appropriate to have displayed on the walls of the second floor because of their visibility from the first floor. At one point, discussion was had about whether the Gollings would be more appropriate in this location, but viewing them from the second floor might be difficult.</p>	<p>Noted.</p>
<p>Art in the Chambers: Other than the Trues and Gollings in the House and Senate and Sharpe in the Senate, all other art in the Chambers is photographic prints or some pieces we have gotten on loan from the Museum, along with a few donated pieces that are not large enough to be enjoyed from the galleries. The State Museum takes its art out of the Capitol after session, so many of these walls are bare.</p>	<p>Noted.</p>
<p>Art in the Lobbies: The Senate Lobby is also bare after session and the collection in the House Lobby have been questioned whether they are the most appropriate pieces for the space.</p>	<p>Noted.</p>
<p>Art in Capitol meeting rooms: Senator Nicholas has a desire for the public to be able to walk into the meeting rooms in the Capitol as part of the tour. In our current meeting rooms, we use photograph archival prints from State Archives, but these may not be appropriate for grander meeting rooms that are envisioned for the west end of the first floor and for the two-story meeting space on the second floor. I assume that this will also be an issue for the Governor's formal conference room.</p>	<p>Noted.</p>
<p>Reach out to K2 Audio about whether they have experience working with interpretative plans.</p>	<p>Who is K2 Audio, and what role do you see them having?</p> <p><i>K2 Audio is the company HDR contracted with to do the Capitol Square Project A/V. We weren't sure if there would need to be any integration with the design work that they are doing, so this is probably something MOCA can answer for you and how/if they would interact with you and RLMG.</i></p>

<p>What is the plan for historic items that are found during the construction? Are they going to be displayed?</p>	<p>These items may be given a temporary display in the State Museum during construction and, if there is interest, could become part of permanent displays in the Capitol complex once the renovations are complete.</p>
<p>Need to have an understanding of who would be responsible for curating rotating exhibits and displays and what collection(s) can be accessed for these areas. Currently, the State Museum has changed out our chamber floor, lobby and leadership office displays, but my understanding is that they were hoping to not have to change out pieces in the Capitol after renovation.</p>	<p>We have asked the State Museum for input on this subject.</p>
<p>We may need changes in the State Museum’s permanent collection policy to allow for the collection to be housed or rotated within Capitol Square.</p>	<p>We asked the State Museum about this question. The relevant portion of their policy states:</p> <p><i>Art in the permanent collection may be loaned only to museums, libraries, public areas of the governor’s residence and the Wyoming State Capitol building (not including personal offices or their reception spaces), the governor’s personal office, conference room, and reception area. Under no circumstances will loans of the permanent collection be made to private individuals or private for-profit organizations.</i></p> <p><i>a. During the legislative session, art from the permanent collection may also be loaned for exhibit in the legislative chambers and ante- chambers, and legislative leadership offices.</i></p> <p><i>b. For preservation reasons, art from the permanent collection which is loaned to entities other than museums, should be limited to oil and acrylic paintings, prints, and stable three-dimensional artworks.</i></p> <p><i>c. Artworks acquired or donated with the intent of permanent display in the Wyoming State Capitol will be used as intended.</i></p> <p>We will consider this in our Final Interpretive Plan.</p>
<p>Should collateral materials be addressed in this document? There are many different brochures and handouts that relate to different aspects of the Capitol. For example, there is now a booklet for the Capitol tour, but a tri-fold is still handed out.</p>	<p>Brochures will still play an important role in self-guided and guided tours of the Capitol.</p>
<p>Lifecycle costs? Once the Capitol Square project is complete, there should be some discussion about long-term lifecycle costs to maintain the interpretative plan/any technology elements with the project.</p>	<p>We will include a discussion of lifecycle costs in our Final Interpretive Plan.</p>

Appendix C: Teacher Surveys

Q1: What is your school's zip code?	Q2: What grade(s) have you brought on field trips to the Wyoming State Capitol? (Select all that apply)	Q3: Wyoming's social studies standards on Citizenship, Government, and Democracy cover the following topics: freedoms and rights; the political process (local, state, and national); the US and Wyoming Constitutions; and the legal system. Do you think that programming at the Capitol should reflect these topics? Are there any additional subjects that should be covered, such as cultural diversity or a survey of historical events in Wyoming?	Q4: What civics issues most interest your students? Why?	Q5: What is the right mix of programming (such as docent-led tours) versus self-exploration (unguided experiences) for students?	Q6: What programming did your students most enjoy in past visits to the Capitol?	Q7: What do you think would improve the experience at the Capitol? Is there an educational program you have participated in or are aware of that would be a good model for the Capitol to adopt?	Q8: Officials are considering the creation of a dedicated learning center located near the Capitol. This space could be a launching point for students during their trips to the Capitol building. What would be the best use of this orientation space? What kinds of exhibits or programs could be featured here?	Q9: If the Capitol building is closed during an extensive renovation, will you continue to bring your students to Cheyenne? Would your answer be different if there was a temporary, off-site exhibit that features highlights from the Capitol tour experience? If such an exhibit existed, what do you think should be featured?	Q10: Please provide any additional comments or explanations to the above questions (or any other thoughts you would like to share).
82443 - Thermopolis	5	I do think that the program should reflect those topics. Our students spend a good deal of time learning about them, I think it would be most beneficial for them to see it in action.	Gun control, Wolves, President Obama	We enjoy having the guided tour, I am sure that we wouldn't get as much out of a self guided experience. Especially the history of the building and the history of Wyoming.	The history of how the capitol was built.	Not sure	Not sure	We have actually talked about what our plan will be as Cheyenne was a stopping point on our way to Denver. We have talked about possibly going to Laramie. If there was an off site exhibit for us to see we would probably still go to Cheyenne.	skipped
82054 - Carpenter	4	yes; historical events	voting, because they know a very little bit about it due to our student council elections in school and they want to know more	mostly docent-led tours, if the tour guide is entertaining and speaks to the students' level of understanding	hearing about some of the lesser-known facts about the Capitol, such as the torn picture and the upside down spindle on the staircase	tour guides who can keep the attention of young kids, know intuitively what parts of the tour kids would be interested in, and speak in a way kids can understand we have used a scavenger hunt type activity at different places to give the kids a purpose for listening and paying attention	a pictorial history of the Capitol, things to watch for on a tour of the Capitol,	Yes. We will still visit the state museum and the historic governor's mansion and are considering a trolley tour	skipped
82604 - Casper	4	Cultural diversity is an excellent topic. Students want to know how women, Native Americans, and other cultures were involved in the shaping of our state's history. They also want to know what part children have played. Wildlife has been an interesting side interest on our trips before. The visit to the Capitol building has been a perfect partner to a trip at the State Museum.	Anything involving kids and how they can have power or spread goodness to their world. Issues that affect schools, animals, and our economy.	I like the docent led tours because it gives the kids an "expert" that knows more than the teacher. The Capitol Building is not a place that I feel comfortable letting my kids wander freely.	Pairing with the State Museum. Seeing wildlife exhibits that involve our statehood. Looking at the House and Senate. Once, we even met once of the representatives, by chance, and my kids loved it! They love looking at the pictures and how the styles have changed. The architecture is also cool.	State Museum. Nathan has been terrific to work with. Really, just any adult who relates well to children. Knows what they are talking about or can find someone who can. It's good to have a scavenger hunt to keep the kids focused.	Three branches of government, Wyoming's history to statehood, Wyoming economy and how it affects us	We are not coming this year. It seemed like too long of a trip from Casper just for the State Museum when we could substitute a visit to our local Trails Center. But I feel that the kids will miss out on not having the Cheyenne trip. If an off-site exhibit was presented, my teaching partner and I would definitely consider it.	I have enjoyed our trips to Cheyenne in the past. Sad that we are not coming this year!
82609 - Casper	4, 5, Gifted and Talented 4/5	I believe that these three topics, Citizenship, Government, and Democracy, should be of primary focus in the classroom. The historical aspects of the building itself and the people who have served in connection to these three stated ideals are what the children remember most! This type of historical information is something that cannot be replicated in the classroom!	Civics issues that most interest my students are the issues of justice and how these are carried out within a democratic system and contrasting that to other systems of government in the world. They are also very concerned with the humanistic side of civics - the equal treatment of the Earth's population, the ecosystems, and animal rights as well.	I would much rather have an expert docent led tour, so that they may share all the interesting historical nuances about the building and the people who have served at the Capitol.	Please see my responses to questions 3 and 6.	I believe our experience would have been improved with additional time (30 minutes). I would recommend building a classroom where the children can start and finish their tour. This way, the children can have time to process their learning and ask questions of the docent, before we are dismissed.	Please see my response to question 7 - I would have this location on site!	No.	Thank you for letting me share my opinions. I hope they are actually read and shared.
82609 - Casper	10, 11	Depending on the amount of room in the restoration-maybe some kind of visual timeline. I know that the students occasionally glance at the photographs of the former Senate and House members-usually to look at beards and hairstyle changes. They do take up a lot of wall space.	Impact of local voting vs. federal Students like bills on issues that address their interests such as hunting/ fishing, school issues, drivers licenses etc.	The tours led by Lynette have always been informative but often we have had to move quickly through the tour in order to fit our visit to Senate and House in before lunchtime. I think the guided tour is very important for the students to be able to ask questions and have a more personal experience. Maybe take the load off of docents there could be an audio tour or a QR Code on exhibits. Students could then record info to use in the classroom for an assessment on the trip?	Sitting in on the Senate and House. They are really surprised at being so close to the legislative action and the tradition of being introduced.	Again-dependng on the room for exhibits or activities. The National Constitution Center in Philadelphia has a lot of interactive exhibits that were very informative. Maybe some of their designs could be used showing Wyoming government.	See #7- I should have read them all through first! In Washington DC at the start of the Capitol tour they show a 12 min. movie on E Pluribus Unum which focuses on the diversity and the democratic principles, it is also used to help control the crowd dispersion. Maybe something on Wyoming's changes through time ?	I might take them to the Depot and State Museum and FE Warren AFB. But I would definitely come if there was an off-site exhibit. Could there be big screen TV viewing of the legislature in process so that students might still get some insight as to what goes on.	My students always look forward to coming to Cheyenne. I appreciate you asking for input. You have a big job! Good Luck
82223 - Lingle	12	Yes the programming should reflect these topics. It would be cool to include some historical events, especially if part of the program is held at the Wyoming State Museum.	They are most interested in outdoors issues, hunting and fishing specifically, and also agriculture related topics.	It kind of depends on what is going on, but I would say about 50/50 is a good mix.	They enjoy seeing the legislative chambers in action.	I used to participate in Colorado Close Up which is like a shortened version of the National Close Up program. It enables kids to talk to other kids from around the state and puts students in touch with the various branches of government.	An introduction as to what they will see that day. Maybe include some information on common terms and processes that kids will encounter.	I would still like to come if possible. I would also be interested in an off site exhibit.	Thanks for taking the time to ask questions and seek feedback.
82601 - Casper	5	I think a good summary of why the US and Wyoming constitutions were created is imperative to the protection of our rights as citizens. "A people separated from their history are easily persuaded."	Freedom of speech and gun rights. Freedom of speech is important to my students because I have tried to instill in their minds that freedom to speak their minds respectfully, increases their ability to receive information and process more clearly all freedoms that the US guarantees. Gun rights is an issue here in Wyoming because many of their families hunt. I try to help them understand that the right to bear arms is to protect their families from a tyrannical government.	I think guided tours are better, because most students aren't self motivated to read or take the time to listen on their own accord.	I think the favorite of most of my students was observing the senate in session and talking to our representatives.	I'm not familiar with other programs.	Our National Historic Trails Interpretive Center here in Casper has done a phenomenal job creating a timeline and interactive museum. Maybe they could model it after that type of educational building.	Good question. I would need to visit first to find out if it was good enough without the visit to the chamber of the house.	skipped

Appendix C: Teacher Surveys

Q1: What is your school's zip code?	Q2: What grade(s) have you brought on field trips to the Wyoming State Capitol? (Select all that apply)	Q3: Wyoming's social studies standards on Citizenship, Government, and Democracy cover the following topics: freedoms and rights; the political process (local, state, and national); the US and Wyoming Constitutions; and the legal system. Do you think that programming at the Capitol should reflect these topics? Are there any additional subjects that should be covered, such as cultural diversity or a survey of historical events in Wyoming?	Q4: What civics issues most interest your students? Why?	Q5: What is the right mix of programming (such as docent-led tours) versus self-exploration (unguided experiences) for students?	Q6: What programming did your students most enjoy in past visits to the Capitol?	Q7: What do you think would improve the experience at the Capitol? Is there an educational program you have participated in or are aware of that would be a good model for the Capitol to adopt?	Q8: Officials are considering the creation of a dedicated learning center located near the Capitol. This space could be a launching point for students during their trips to the Capitol building. What would be the best use of this orientation space? What kinds of exhibits or programs could be featured here?	Q9: If the Capitol building is closed during an extensive renovation, will you continue to bring your students to Cheyenne? Would your answer be different if there was a temporary, off-site exhibit that features highlights from the Capitol tour experience? If such an exhibit existed, what do you think should be featured?	Q10: Please provide any additional comments or explanations to the above questions (or any other thoughts you would like to share).
82327 - Hanna	12	By being able to observe both houses in action I feel that this is a way to address part of that standard already. I have my students discuss and write a brief summary of what they saw and what they learned from the experience.	For the most part they seem most interested in the law and court system. Some of them have had brushes with law enforcement and they don't usually understand how the system works. I spend a good portion of time answering questions and that seems to help. By going to the Legislature it gives them an opportunity to see how some of the rest of government works.	I believe that having a guided tour during the part of the year that the Legislature is not in session is crucial. I understand why you don't give the full tour during session but even the explanations what goes on is important.	At different times, different things caught their attention. I have had groups who enjoyed the tour, others the opportunity to watch the houses in action. Once we were able to sit in on a committee hearing and I have also taken students to the State Museum and to the old governor's mansion. It is a good trip.	While the Legislature is in session, you are limited in what you can do. We understand the limitations and adjust to what you can provide for us.	Maybe a bit of the State Museum and a bit of the Capitol. The history of Wyoming government along with the functions of the Legislature would prepare (or reinforce) the students for what they would see in the building.	At this point I don't believe I will bring this years Seniors to Cheyenne. The overall experience of going to THE building is so important that I will wait until the renovations are complete.	I usually do this as a day trip. Making sure that we get there during a time that they are in session is important. We usually only have a window of a couple of hours before they go into their lunch/committee time so we cram in as much as we can in a limited amount of time. I know that this opportunity to observe our legislature in action is special so I hope we will be able to continue our trips in the near future.
82609 - Casper	5	Yes. 5th Grade covers "U.S. Constitution." So each year for the past 4 years we meet the governor, observe the house/senate, and visit the Supreme Court. Here students learn the role of each branch of state government, and relate it to the Constitution's plan for federal government. We also touch on balance of power and state issues. It is a blast!	Meeting the governor. It is cool. I personally think meeting with Justice Hill at the Supreme Court is the highlight...a great trip all around.	80% direct instruction (tours, information, simulations, etc.) and 20% exploration (observing legislation in session, possibly headphones and a clicker like the EMP in Seattle to do an awesome Wyoming self-guided tour, etc.)	Experiencing each branch of government + the Kopriva mural. I would personally also add a self-guided tour like you see at the Experience Music Project in Seattle. You could have students check out an I-pod or MP3 player with headphones and the clicker. They walk up to certain exhibits throughout the Capitol and click on the laser receiver to start the voice recording that explains that exhibit. It was awesome!	Experience Music Project self-guided tour in Seattle (Paul Allen). You could do an exhibit on the role of state government, its branches, past governors, interesting facts about the Capitol, and even run a simulation where you are the house or senate representative experiencing a virtual meeting to decide something important in the state.	To have a large, open area, and restrooms nearby. Also, an area for 100 kids to eat sack lunches before continuing the tour.	I hope so! We are trying to make it work with Lynette West, since we've been doing this Fort Caspar Academy 5th Grade "Branches of Government" tour for 5 years now.	We sure appreciate the Capitol visit. Your ideas listed above could really take the tour experience to the next level, if you have the money and plan to pull it off! Either way, we enjoy it. -Matt Teterud 5th Grade Teacher Fort Caspar Academy
82070 - Laramie	K-12 (Every year for the Governors Tree Lighting)	Yes	N/A	Self-exploration	N/A	Allowing students to be directly involved during the legislature	Mock trials and legislation debates	N?A	skipped
82001 - Cheyenne	4	Yes, these topics should be covered, but it would be nice to include what each elected official's jobs exactly are and how they may relate to federal government jobs (i.e. governor - president). Also, more information about the men and women who have served in these jobs. Particular events could also be highlighted, such as Tom Horn's hanging, Teapot Dome scandal, first women in various jobs.	The jobs of each of the elected officials and how the government runs with the three branches of government.	We have enjoyed the tours and being shown the unique features of the Capitol. (the gold-plated dome, the upside down section of the banister, the picture that is ripped from being hit over a legislators head), but I think self-exploration, especially for fourth graders, would be harder to do in the Capitol itself.	Seeing the highlights of the building itself, the legislative and senate chambers and the painting in the top room.	I have not been on other tours, but I think a little more information about the jobs of the other elected officials, what they cover in Wyoming government and how they all work together to manage Wyoming would be helpful. Also, how do bills become laws and what and when state symbols were introduced and accepted, especially the ones introduced by school-age kids.	Something like that should tie all of the Capitol complex together and discuss what each building and division does and how they all work together to run the state. It could even tie into downtown Cheyenne and talk about how Cheyenne developed with the railroad and which buildings (at least the ones still there) were originally used for and when they were built. Maybe exhibits about the elected officials, how the Capitol area has grown and changed, what historic events happened in Cheyenne are options. The trolley could also be here as a stopping point to give people and students a trip around historic downtown, pointing out different buildings and locations and making the Depot a more accessible tour from the Capitol. We've considered touring the Depot, but it is too long of a walk for students to do.	We are in Cheyenne and will continue to visit the State Museum, Archives, Supreme Court and Historic Governor's Mansion. If there was an exhibit and program about the Capitol, we would definitely participate in that. For that exhibit, it would be cool to see exactly what has changed in the Capitol, since it was originally built, and what changes they have in mind for this renovation. Also, maybe examples of the stonework, the carvings, the drawings from the chambers or other items that students could see and touch. Maybe an activity on what they would design the Capitol to look like or more stories about some of the bills that have been passed and why.	Thanks for asking for input on this. I have been concerned about what we will do for lessons about state government with the Capitol closed, so it helps to know you are thinking of helping educators out! Thank you!
82414 - Cody	K-12	Our school has covered these topics as a natural part of the tour. I feel like the current tour does a good job of this, and that it is also the responsibility of the schools/teachers to prepare the students and follow up in class after the tour.	Understanding the structure and function of state government and how it applies to/affects their everyday lives; as well as how they can be active participants in the process.	I think the current program has it right - with a guided tour at the beginning followed by an open time of self-exploration.	The students tend to enjoy viewing and discussing the large state mural.	Meeting and speaking directly with the legislators. I know this is a challenge time-wise, but I think it makes a big impression on the students and is a tremendous learning opportunity.	The best use of this space, and the time spent in this space might be experiences in which the students can see how the state government applies to their lives, and how they can be involved in the process. Maybe some type of brief mock legislature in which they can experience the process.	At this time we have other (non-Capitol related) field-tips planned in Cheyenne.	Our school has visited the State Capitol every year for the past 6 years and it is consistently the highlight fieldtrip of the school year!
82321 - Baggs	4, 5	When I take kids to the Capitol during the legislative session, it already meets these standards. We first learn about the political process and I choose a couple pieces of legislation for our class to follow so we are better prepared when we get there. I've also scheduled lobbyists to talk to us while we are there on some trips. I also had someone from the Wyo county commissioners assoc. talk to us on one occasion in the Capitol. We've often met with the Governor as well. I strive to teach how the political process works, but more importantly to help kids realize how it affects them. The only thing I haven't scheduled is a stop at the state supreme court building so they would also see that branch of government.	From their standpoint, they notice how local town laws affect them (not being able to ride a 4-wheeler on a town street, etc), but I try to relate that to larger issues and teach them how they can have a role in decision making.	I'm not a good one to ask on this because I've taken students for over 10 years, so we do lots of it on our own now. Lynette starts us off and explains some things, but if she has another group coming in, I can just pick up where she left off. I do limit the tour time so we get time to sit in on legislative sessions and speak to elected officials as well.	Once in a while we've gotten to go down on the floor of the House or the Senate when they break for lunch and the kids love how the Senators or Representatives talk to them personally and show them around.	I think all teachers could improve the teaching by also focusing on laws/legislation that can impact their local communities and lives of their students.	The basics should be covered...the three branches of government and how a bill becomes a law. Then is can also include something about the history of Wyoming.	I'm not sure I will. It might be nice to take a break from the Cheyenne trip for a couple of years. Right now our superintendent is balking at talking students out of the classroom, so I need to work harder at building administrative support. I also just changed grade levels from 5th to 4th (but still teach 5th grade social studies and American government), so I would like to take the time to adjust to my new teaching and then start fresh with field trips after the renovations are done. The focus of my trips are really for the legislative session, not just the capitol building.	skipped

Appendix D: Wyoming Social Studies Standards
(Note: Some pages have been omitted to focus on Content Standard 1)

2014 WYOMING
SOCIAL STUDIES
CONTENT AND PERFORMANCE
STANDARDS

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Effective December 18, 2014

ACKNOWLEDGMENT

The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

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2014 WYOMING SOCIAL STUDIES CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The Wyoming Social Studies Content and Performance Standards represent the cooperative effort of school district, University, community college, and business participants. The State Social Studies Standards Committee recognizes that social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens.

In the summer of 2012, a standards review committee was convened to review the Wyoming Social Studies Content and Performance Standards. *Subcommittees were formed and it was decided that an additional social studies standard would be added to address the Framework for 21st Century Skills for technology integration and make a connection to literacy through the Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects.* It was also decided that an additional grade band division would be added to better meet the demand for increased rigor at all grade levels and prepare students by introducing social studies concepts at the earliest grade levels. The committee recognizes that regardless of the variations of course sequences throughout the state, the knowledge and skills identified upon graduation are intended for all students.

Please note, W.S. 21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

The Social Studies Content Standard 1, Citizenship, Government, and Democracy, includes several benchmarks to assist in teaching both the Wyoming and United States Constitutions.

Grade Band K-2	Grade Band 3-5	Grade Band 6-8	Grade Band 9-12
SS 2.1.1	SS 5.1.2	SS 8.1.3	SS 12.1.3
	SS 5.1.3	SS 8.1.5	SS 12.1.5
		SS 8.1.6	

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. *It is not intended to prescribe courses, materials, or instructional methodology.* Content and performance standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve.

Teachers, parents, and students work toward the achievement of the benchmarks at the completion of each grade band level. Success at these benchmark levels requires the effort and commitment of **all** who are involved at that level.

- K-2
- 3-5
- 6-8
- 9-12

Content Standards: what students are expected to know and be able to do by the time they graduate

Benchmarks: specify the skills and content students must master in order to meet the content standards by the time they graduate

Performance Level Descriptors: determine student performance of the benchmarks

Descriptors help teachers assess where students are performing in relation to the benchmarks, and ultimately, the content standards.

Advanced: Students at the advanced level *independently* use their knowledge of social studies in complex and abstract situations and can analyze, synthesize, and communicate information and ideas.

Proficient: Students at the proficient level *consistently* use their knowledge of social studies in complex and abstract situations. This is the minimum level required to demonstrate mastery of the skills.

Basic: Students at the basic level demonstrate *partial mastery* of knowledge and skills to acquire and communicate information and ideas.

Below Basic: Students at the below basic level are *unwilling or do not address* the expectations of the basic level.

2014 Wyoming Social Studies Content and Performance Standards

Content Standard 1 - Citizenship, Government, and Democracy - Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Content Standard 2 - Culture and Cultural Diversity - Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Content Standard 3 - Production, Distribution, and Consumption - Students describe the influence of economic factors on societies and make decisions based on economic principles.

Content Standard 4 - Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.

Content Standard 5 - People, Places, and Environments - Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Content Standard 6 - Technology, Literacy, and Global Connections - Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

All Standards Documents can be found on the Wyoming Department of Education Standards Page at <http://edu.wyoming.gov/educators/standards/>.

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship.

W.S. 21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.1.1 Understand that schools, communities, and the United States have rules that have to be followed.	SS5.1.1 Describe the basic rights and responsibilities of citizenship.	SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.	SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS2.1.2 Identify the symbols and traditional practices that honor patriotism in the United States.	SS5.1.2 Understand the basic local, state, and national political processes (e.g., campaigning and voting).	SS8.1.2 Explain how to participate in the political process.	SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions.
SS2.1.3 Identify people and events that are honored on United States holidays.	SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).	SS8.1.3 Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.	SS12.1.3 Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).

Social Studies Content Standard 1 - Citizenship, Government, and Democracy (cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
SS2.1.4 Understand that the rules in the United States are called laws.	SS5.1.4 Understand the purpose of the legal system.	SS8.1.4 Understand the difference between United States civil and criminal legal systems.	SS12.1.4 Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
Not assessed at this time.	SS5.1.5 Understand the purposes of the three branches of government.	SS8.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).	SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
Not assessed at this time.	Not assessed at this time.	SS8.1.6 Understand the basic structures of various political systems (e.g., tribal, local, national, and world).	SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Performance Level Descriptors

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;
- c) conduct research to draw unique parallels between historical and current events and issues.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;
- c) conduct research to draw unique parallels between historical and current events and issues.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;
- c) conduct research to draw unique parallels between historical and current events and issues.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance;
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance;
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance;
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Wyoming Social Studies Content and Performance Standards

Historical Background

The Wyoming Social Studies Content and Performance Standards represent a cooperative effort. In 1998-1999, representatives from each of the districts participated in regional groups along with community college, University, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Social Studies Content and Performance Standards. These documents are listed below:

- National Council for the Social Studies, Curriculum Standards For Social Studies - ISBN 0-87986-065-0.
- National Center for History in the Schools, National Standards for History - ISBN 0-9633218-4-6.
- Center for Civic Education - National Standards For Civics And Government, ISBN 0-89818-155-0.
- Alaska, Content Standards for Alaska Students.
- Arkansas, Social Studies Curriculum Framework
- California, The Challenge Initiative, History and Social Science Standards, California State Department of Education.
- Colorado Model Geography Standards
- Florida, Sunshine State Standards
- Indiana, The Social Studies Proficiency Guide, Indiana Department of Education.
- Massachusetts, History & Social Science Curriculum Framework.
- New York, Social Studies Resources Guide.
- Texas, TEKS for Social Studies, Texas Education Agency.
- Virginia, History & Social Studies Standards of Learning.

In 2002-2003, writing committees were convened to review and revise these standards.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education Board directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated eight to twelve expert educators in each of the ten content areas represented in the Standards. These

committees were balanced geographically and represented preschool, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:

- a. The cognitive complexity of the standards.
- b. The degree of integration of the Common Core of Skills, 21st Century Skills, and technology in the standards.
- c. How Wyoming Standards compare to national curriculum standards and other states' standards.
- d. How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
- e. How urgent the need for substantive revision of the standards is in each content area.

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

In the summer of 2012, a standards review committee was convened to review the Wyoming Social Studies Content and Performance Standards. Subcommittees were formed and it was decided that an additional social studies standard would be added addressing the Framework for 21st Century Skills for technology integration and a connection to literacy through the Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects. It was also decided that an additional grade band division would be added to better meet the demand for increased rigor at all grade levels and prepare students by introducing social studies concepts at the earliest grade levels. The committee recognizes that regardless of the variations of course sequences throughout the state, the knowledge and skills identified upon graduation are intended for all students.

2014 Wyoming Social Studies Content and Performance Standards

References

During the 2012-2013 revision, National standards and several states' standards were referenced to establish the rigor of the Wyoming Social Studies Content and Performance Standards. These documents are listed below:

- National Council for the Social Studies, National Curriculum Standards for Social Studies - ISBN 0-87986-105-6.
- National Council for Geographic Education, National Geography Standards, <http://education.nationalgeographic.com/education/standards/national-geography-standards>.
- Common Core State Standard Initiative, Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects, <http://www.corestandards.org/ELA-Literacy/RH/introduction>.
- International Society for Technology in Education, National Education Technology Standards for Students – ISBN 9781564842374.
- Partnership for 21st Century Skills, Framework for 21st Century Learning, <http://www.p21.org/our-work/p21-framework>.
- Alaska, Content and Performance Standards for Alaska Students.
- Idaho, Social Studies Content Standards, http://www.sde.idaho.gov/site/content_standards/ss_standards.htm.
- Montana, Standards for Social Studies, <http://opi.mt.gov/pdf/standards/ContStds-SocSt.pdf>.
- New York, Core Curriculum, <http://www.p12.nysed.gov/ciai/socst/pub/sscore1.pdf>.
- South Dakota, Social Studies Standards, http://doe.sd.gov/contentstandards/documents/Full_Social%20Studies.pdf.

**2014 Wyoming Social Studies Content and Performance Standards
Content Review Committee
(2012-2013)**

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**2008 Wyoming Social Studies Content and Performance Standards
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(2008)**

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2003 Wyoming Social Studies Content and Performance Standards
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(2002-2003)

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Wyoming Social Studies Content and Performance Standards
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(1998-1999)

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Appendix E

Review and Analysis of State Capitol Interpretive Programs

This review looks at the interpretive programs offered by several State Capitols, as well as three civics education programs. Each State Capitol example outlines its general visitor and school tours, programming, and exhibits. The Design Minds spoke with staff from each Capitol to further assess how these programs are engaging their visitors.

The following programs are highlighted in this report:

<u>Kansas State Capitol</u>	<u>2</u>
<u>Idaho State Capitol</u>	<u>4</u>
<u>Utah State Capitol</u>	<u>6</u>
<u>Montana State Capitol</u>	<u>9</u>
<u>Maryland State Capitol</u>	<u>10</u>
<u>We The People National Program</u>	<u>10</u>
<u>Project Citizen National Program</u>	<u>11</u>
<u>Harry S. Truman Library and Museum: White House Decision Center</u>	<u>11</u>
<u>Mobile Applications</u>	<u>12</u>

Kansas State Capitol

The Kansas State Capitol was restored in 2014. The restoration included the construction of a ground floor Visitor Center. The Kansas Historical Society (KHS) developed the Center, which is comprised of an exhibit area, classroom, and auditorium areas.

Assessing the Kansas State Capitol

The overall visitor experience, especially for school groups, is positive and fulfills its goal of educating visitors about the Capitol and state government. There are two primary factors to take note of when considering how the Kansas State Capitol is engaging students:

- Providing a pre-tour experience on basic civics topics so students can better understand their tours. This experience is also engaging and fun – the students are excited to learn more.
- Using stories and history to explain complex concepts about the government. Visitors make personal connections with stories, which then helps them understand complicated ideas and facts.

The Classroom Experience

Students participate in a classroom experience that is integrated into their tour. This includes an introduction to the legislative process in order to give the students a better foundation to explore the Capitol. At minimum, this includes a 15-minute interactive experience that covers the three branches of government (see below).

Engaging the Students

One of the central features of the classroom is the Smart Board, which gives the students a variety of opportunities to engage with what they are learning through games, activities, videos, and other features that can be accessed through the board. For example, the Smart Board can include a live-link to their senator, who then welcomes the students to the Capitol.

Students participate in a 15-minute “Three Branches of Government Interactive.” This is comprised of a video clip about how the three-branch system works, then activities using the Smart Board, prompting the students to use information they just learned. For example, students work together to match legislative roles with responsibilities on the board.

Other classroom activities vary depending on the grade level and understanding of the students. The desks can be arranged from rows to a circle to encourage discussion. Coloring books and other similar activities are also available. One popular activity is the “I Am a Fan of the Capitol” worksheet, which has students fill out what they like most about the Capitol. Teachers and students enjoy this activity as it turns the focus onto the students and their opinions, facilitating a more open and personal conversation.

Exhibit Spaces

The exhibit spaces focus on state government history and the legislative process. Some state history is discussed, but minimally, as this topic is covered in the nearby Kansas State Museum.

Goals

The KHS developed the exhibits with the goal of instilling the feeling that Kansas has a unique history with famous people and events that hold an important place in overall U.S. history and today. The exhibits also serve as a way to inform visitors about the Kansas government, giving them an understanding of civics before walking through the Capitol.

Audiences

The exhibits were created with all audiences in mind, including various ages and levels of pre-existing knowledge of the political and legislative process. To connect with a variety of visitors, the KHS chose to display artifacts from famous people and events (John Brown's sword, *Brown v. the Board of Education*, Wizard of Oz) to immediately draw a connection between visitors and Kansas history.

Stories are also used to explain complex concepts. To describe the three branches of government and their distinct powers, the KHS used the example of Legislative War of 1893. In this incident, the branches of government worked together to decide who claimed the House of Representatives after a contended election in 1892.



The exhibits rely on important artifacts and minimal text to retain visitors' interest.

Breakdown

There are three main exhibit spaces:

- Notable Kansas Hall: highlights famous people and events throughout Kansas history
- Hall of Native Peoples: Before Kansas became a state, Native People lived there and had their own form of government. This Hall explores how they governed themselves.
- Rotunda Rooms: Each room has a different theme that discusses government both historically and contemporarily.

Interactive Kiosks

Outside of the exhibit spaces, a few interactive kiosks are placed throughout the Capitol Building. These kiosks offer wayfinding touchscreen maps that will show visitors who their representatives are and where to find their offices in the Capitol. A self-guided tour is also available for download on these kiosks.

Tours – 2 options

- Historical tours: One-hour long tour that focuses on state and government history.
- Dome tours: 45-minute long tour covering the dome history and architectural points.

Website

The Kansas Historical Society maintains the Capitol's website. The easily navigated website provides visitors with a brief Capitol history, events and tour information, and supplemental resources for both visitors and educators. The website is especially useful for visitors and teachers to plan their visits beforehand. A floor plan with detailed descriptions of exhibits and points of interest on each floor helps visitors understand what there is to see. Teachers can also download worksheets, activities, and lesson plans to prepare their students for their visit. The Kansas State Capitol website can be found at <http://www.kshs.org/capitol>

Costs and Maintenance

Cost for basement level construction (includes Visitor Center plus some offices):
about \$11 million

Life Cycle costs: Kansas built the exhibits with the expectation that they would not need to be renovated or changed within the next 10-20 years. However, most exhibits are expected to last longer or indefinitely. Both the stories and the physicality of the exhibits were created with enough durability to fit this agenda.

Tours:

- Tours offered Monday through Friday, every hour from 9:15am to 3:15pm. No tours offered on the weekend.

Staffing Needs:

- 1 full-time staff member
- 8 part-time staff members
- 10 volunteers

Staff Member Roles:

- 1 person must man the information desk at all times (M-F 8am-5pm)
- 2 people for dome tours (9am, 10am, 3pm M-F)
- 2-3 people for historic tours (9am-3pm M-F)

Idaho State Capitol

The Idaho State Capitol offers tours, programming and tours, outreach, and some exhibit spaces. The Capitol focuses mainly on tours and programming, as it has limited exhibit space.

Assessing the Idaho State Capitol

What's Working

A central theme of the Idaho State Capitol is that it is the people's space. The Capitol wants people to feel invited and engaged. Visitors, including students, are successfully engaged in the following ways:

- Including fun activities, like the quick voting simulation in the House Chambers on student tours helps student understand the law-making process
- Providing wayfinding kiosks for visitors to learn who and where their legislators are

What's Not Working

A few interactive kiosks are located in gathering areas of the Capitol. Visitors can watch thirty-minute long videos on state history or building interpretation. Some visitors are not interested in watching a video for this length of time.

Tours

All tours last about one hour to an hour and fifteen minutes. Each tour takes participants through the entire building, with the goal of teaching visitors about Idaho state history and government, getting them excited about it, and encouraging people to become involved with government and politics.

School Group Tours

The Idaho State Capitol has implemented some requirements and restrictions for school group tours so that the experience will run smoothly. Guided tours are only offered to third grade and above, as this is when students start learning about state and government history. Tours require 5-50 people, with 30 people per tour guide. Groups larger than 30 people are split up and start their tours at different parts of the Capitol.

Engaging Students

The tour script incorporates school curriculum standards, expanding on what the students have been learning that year. To do this, the Capitol has been working with the Idaho Department of Education to align the tours with education standards.

Throughout the tour, the guides include small interactive activities that encourage the students to participate with what they are learning. For example, students will do a simple voting simulation in the House and Chambers. Guides will prompt students to vote on a fun issue, like if fourth graders should have a designated ice cream day.

Other Capitol Visitor Experiences

The Idaho State Capitol worked with Idaho Public Television (IPT) to create videos cover the Capitol and state history for visitors. Each of the following videos is about 30 minutes long. The videos are available at kiosks located at a gathering space in the Capitol building.

- Capitol of Light: video on Idaho history, available online at <http://idahoptv.org/productions/specials/capitoloflight/gallery-videos/gallery-videos.cfm>
- Tour for Kids: tour of the Capitol geared for children. The video gives good information but some reviewers consider the content to be over-dramatized, even for kids.
- Guided Tour Video: virtual tour of the capitol, using the entire tour script. Visitors who do not take the guided tour can get the virtual experience. This video is also available on every public library computer in Idaho.
- Outreach Virtual Tours: classes that cannot travel to the Capitol can set up virtual tours. Students watch the virtual tour by floor. In between each floor, a guide live-chats with the students to ask questions about the tour or the government.

Exhibits

The Idaho State Capitol has both permanent and temporary exhibit galleries, both primarily focusing on either art or legislator portraits. A section of the garden level displays composite portraits of past and present state legislators. Black and white portraits are also displayed in the 4th and 3rd floor Chamber areas. Sections of the Capitol are also designated for temporary art exhibits. The local Art Society organizes one of these sections, focusing on 3D sculptural art.

Visitors generally quickly browse through the exhibits. Exhibits placed in gathering locations garner the most visitor attention.



Permanent exhibits line the Garden Level of the Idaho State Capitol.

Website

The Idaho Capitol Commission designates a section of its website for the Idaho State Capitol. Visitors can briefly learn about the Capitol history and its restoration, as well as any events or tour opportunities. The website also includes a variety of visuals, such as historical images, time-lapse footage, and videos available at the Capitol's kiosks.

Staffing and Tour Numbers

Staffing Needs

- 1 full-time staff member for tours (Special Projects Coordinator)
- 36 trained docent volunteers
 - 13 active docent volunteers (the remaining 23 have not given a tour in the past 6 months)

Staff Member Roles

- The Special Projects Coordinator gives the two daily tours. Volunteers help to give more tours.

Tour Numbers from 2014

- 218 total guided tours
- 130 school group guided tours (62% of all guided tours)
- 9,000 total visitors participated in a guided tour
- 10,000 estimated total visitors on self-guided tours
 - As visitors do not go through security or a check-in process, the Capitol estimates this figure by how many booklets are given out at the rate of 1 booklet for every 2 visitors.
- Tours are offered Monday through Friday at 10:00am and 1:00pm. No weekend tours are offered.

Utah State Capitol

The Utah State Capitol went through a major renovation from 2004 to 2008, which included fulfilling many of the original architect's visions.

Assessing the Utah State Capitol

What's Working

- The Utah State Capitol takes into account what is covered in each grade level and incorporated their curriculum into the tours. This helps students connect with what they learn at the Capitol. This also ensures that students have pre-existing knowledge to help them understand their fieldtrip.
- Supplemental materials help visitors understand and interpret the Capitol Building, giving them a fulfilling experience without a guided tour.

What's Not Working

Visitors do not have any opportunity for hands-on or interactive elements. The Capitol deters people from touching sculptures and the exhibits are limited to case displays.

Visitors seem to demonstrate their want to touch and interact with the space, as the nose on the statue of Abraham Lincoln has been worn down from numerous people rubbing it.

Tours

Both reserved and drop-in tours are offered to school groups and general visitors.

However, drop-in tours are available on a first-come-first-serve basis. Tours last about one hour, and have one volunteer per thirty visitors.

School Group Tours

Using the state-wide curriculums, and the help of retired teachers, the Capitol developed tours that support what the students learn in their classes. Third grade student tours focus on US history, fourth grade students cover Utah state history, and fifth grade tours discuss basic government concepts. The tours are continuously being updated to reflect current state standards.

Self-Guided Tours

Self-guided tours are encouraged, especially as the demand for tours can exceed the Capitol's tour guide staffing availability. Supplemental materials are provided, such as brochures with information about the building and its history. Some school groups that are not able to reserve a tour will opt to do teacher-led tours. Online materials are available to help teachers. However, the experience is largely based on how much the teacher has prepared his/her students before their trip to the Capitol.

Exhibits

Utah State Capitol displays eight different exhibits on the first floor. The exhibits focus on Utah industries and the Capitol building architectural themes rather than civics and government, as these topics are covered in the tours. Each exhibit is comprised of display cases and supporting text panels. There are no hands-on or interactive opportunities. Exhibits last two to five years.

Audience

The exhibits are intended for all audiences. To connect with different understanding levels and reading abilities, most text is written at an early-high school reading level.

Developing the Exhibits

Most of the exhibits are completely developed by Utah agencies. Once a current exhibit reaches the end of its 2-5 year life span, agencies propose display case ideas to the Capitol and its board (composed of Utah legislators). The chosen agency provides the entire case exhibit, including content, text, and artifacts. Whenever possible, the agencies try to show relationships between their topic and the Capitol.



The Utah State Capitol's exhibits, such as "A Paleontologist's Paradise," resemble this one – stately display cases with local artifacts.

Example Exhibits: It All Begins With Mining and A Paleontologist's Paradise

"It All Begins With Mining" was developed by the Utah Mining Association. The display highlights minerals that can be found throughout the state. Drawing a connection with the Capitol building, the display points out minerals that can be seen in the building's structure and where to see them.

The Natural History Museum of Utah developed "A Paleontologist's Paradise." This case looks at dinosaur bones and plant fossils that have been discovered in Utah. Many students are drawn to this exhibit because of its popular topic.

Website

The Utah State Capitol's website includes the common features on most State Capitol websites – a historical overview, tour and event information, and educational materials. The website also connects visitors with its social media presence. Visitors can connect with the Capitol through Facebook and Twitter. Its blog post is also a way it shares new stories and events.

Staffing and Tour Numbers

Staffing Needs

- 1 full-time staff member (Visitor Services Manager)
- 50 docent volunteers committed to 8 hours/month
- 1-3 paid interns for the busy legislative sessions

Staff Member Roles

- The docent volunteers lead all tours. The Visitor Services Manager and interns only leads tours when no volunteer are available.

Tour Numbers for 2014 to the 2015 third quarter

- 200,000 visitors overall (includes, events, tours, official business, and tourism. They do not track only visitors opting for self-guided tours)
- 50,000 total visitors participated in a guided tour
- 2,210 total tours (scheduled and walk-in)
- 1,056 total scheduled tours
- 792 school group tours (75% of scheduled tours)

- 1,154 total walk-in tours
- Tours are offered Monday through Friday, every hour from 9:00am to 5:00am. No weekend tours are offered.

Montana State Capitol

Assessing the Montana State Capitol

The Montana State Capitol offers tours that integrate state curriculums and educational mandates. However, to get a cohesive and in-depth understanding of the state history, government, and building architecture, visitors need to take a guided tour of the Capitol and the MHS exhibits. The two tours do not coordinate with one another and visitors (including school groups) must schedule their tours separately.

Tours

Montana State Capitol tours are provided by the Montana Historical Society (MHS). Tours are offered every hour from 10:00am to 2:00pm Monday through Saturday during the summer. In the winter, tours are only offered on Saturdays. The Capitol currently does not have the space or funding to display exhibits, and therefore relies on its Capitol tours to educate visitors about Montana state, government, and architectural history. Visitors can only experience the Capitol through guided tours.

Visitors and school groups have two options for tours. One option covers the history of the building, focusing on architectural history, building history and renovations, and current points of interest. The other option discusses Montana state history, which includes state and government history, as well as a discussion of specific governors. Both tour options last about 45 minutes and are limited to 25 people per tour guide.

Near the Capitol

The MHS manages two other sites located near the Capitol: the Historical Society and the Governor's Mansion. Tours of the Governor's Mansion cover how people lived from 1913-1921, using the historical house as an example. The Historical Society has exhibits on state history, such as the Lewis and Clark expedition, or a Montana homeland visual history exhibit. School groups will sometimes supplement their Capitol experience by also visiting these two sites.

School Audiences

The Capitol receives a diverse range of students, including homeschool students, and boy and girl scouts groups. Rather than being confined to a specific tour script, guides are trained to gauge and adjust tours according to the level of understanding of the students or visitors.

The general outline of the tours is, however, aligned with the state standards and common core. This includes Native American history, in accordance with the "Indian Education for All" state mandate, which requires Native American culture to be taught in social studies and history classes in Montana.

Website

The Montana State Capitol website is straightforward. Visitors can quickly see what is offered – general visitor tours and student tours. The website also helpfully explains how visitors and school groups can prepare for their experience, such as dressing comfortably and providing at least one chaperone for every ten students.

Maryland State Capitol

Assessing the Capitol

The Maryland State Capitol recognizes that visitors want some historical context for what they see in the State House. As the Capitol does not offer guided tours, it relies on a supplemental brochure to provide interpretation.

The exhibits also gain visitor attention, as they provide more interpretation, history, and interactive activities. Visitors appreciated the opportunity to walk through historically significant rooms, such as the one in which George Washington delivered his military resignation.



Reader rails and artifacts in the historic Senate Committee Room provide interpretation.

Visitor Experience

The Maryland State House does not offer guided tours, but encourages visitors to use provided supplemental brochure for their own self-guided tours. The brochure outlines major historical locations, exhibits, artifacts, and structures throughout the State House. Facts and historical explanations give some historical context for what visitors can see. Restored period rooms, such as a Senate Committee Room and Stairwell Room, invite visitors inside with interactive exhibits. Other rooms are only for viewings as they are roped off within a few feet of the doorway. A reader rail provides interpretation.

Visitors can request specialized curatorial tours through the Office of Interpretation program, administered by the Maryland State Archives. These tours focus on the building and its artwork. Private tour operators also provide another option for visitors.

Website

The Maryland State House website provides prospective visitors with a brief overview of its history and what it offers to visitors today, as well as links to many additional resources that may compliment their experience. Such resources include educator materials from the Maryland General Assembly, a kid's webpage by the Secretary of State, and websites of other local tourist options. The complete supplemental brochure for self-guided tours is also available on the website, allowing visitors to plan ahead and map out what they want to see.

Civic Engagement Programs

We The People

Created by the Center for Civic Engagement (CCE), *We The People* is a program designed to promote civic involvement and education among students at upper elementary, middle and high school levels. The program provides teachers with materials and strategies for civic education, such as suggested curriculum, lesson plans, and ebooks. Teachers can also participate in professional development sessions and seminars. Individual states oversee their local programs and competitions while working with a nationwide network of educators, civic leaders, business community, and the CCE.



Sheridan, Wyoming students preparing for the district competition in 2014.

Mock Congressional Hearings

The primary student program hosted by the CCE is the “Hearings” competitions. Simulating a congressional hearing, students compete on arguing and debate contemporary issues. Working in groups, the competitors present four-minute statements to demonstrate their understanding of constitutional principles to a panel of community representatives. State competitions are offered at the upper elementary, middle school, and high school levels. High school students can also enter in the national competition.

Project Citizen

Project Citizen is a nationwide program co-sponsored by The Center for Civic Engagement (CCE) and supported by a national network of state and congressional district coordinators, as well as the National Conference of State Legislatures. Program funding comes from the U.S. Department of State, supplemented by additional state level funding.

Like *We The People*, the program promotes student participation in local and state government through a curricular program for elementary, middle, and high school level students. *Project Citizen* brings students together to identify a community issue and propose a plan of action that can be followed by their local government. Students make a portfolio of their work and solutions, which is displayed in showcases. All grade levels can present their portfolios in statewide showcases. Middle school students have the opportunity to present at a national showcase.

Harry S. Truman Library and Museum: White House Decision Center

The *White House Decision Center* is a history lab located in the Truman Library and Museum in Missouri. Participants assume the roles of President Truman and his advisors. The students study historical events to develop their understanding of how our government works to make difficult political decisions. The program is available as a student program, university program, and adult team building exercise. The student program is aligned with

national standards so that teachers can use the *Decision Center* as a compliment to their curriculum.

During the student role-play activity, participants attempt to handle historical challenges, such as ending World War II with Japan and responding to the 1950 Communist Invasion of South Korea. To aid their decisions, students use formerly classified primary source documents. The experience is intended to develop political understanding of historical issues, primary source analysis, group cooperation, writing and public speaking, and making solutions based on evidence.

Mobile Applications

U.S. Capitol: U.S. Capitol Visitor Guide

The U.S. Capitol Visitor Guide offers a robust amount of information about the Capitol, its history, and the visitor experience. Users can navigate the app by selecting the icons at the bottom of the screen: Plan a Visit, Congress, Capitol, Exhibitions, and Directions. Each icon leads to its own menu, where users can choose from a more specific list of options (see picture to the right). The Capitol and Exhibition sections highlight the major points of interest, including some history and interpretation. The app can be used as a supplement to a self-guided tour.



The U.S. Capitol Visitor Guide is a robust app available to enhance visitors' experience.

Assessing the App

The app is simple and accessible. One Apple App Store reviewer commends its simple interface. The app is intuitive – users can easily understand the icons, menus, and how to use it.

The app is especially helpful in planning one's trip to the Capitol. The "Plan a Visit" section includes instructions for how to reserve a tour, as well as a prohibited items list. App users can easily find their way to the Capitol using the "Directions" feature, which provides a map of the surrounding area, tour bus routes, nearby metro stops, an accessibility map, and a floor plan. Visitors can also plan what they want to see by browsing through the "Suggested Itineraries" and "Must See on Your Visit" sections.

The app does not dictate a specific tour structure for visitors. Instead, visitors can pick what they find interesting according where they are or what they see on the app. This loose structure can be advantageous for visitors who have limited time or interest.

The Exhibit Hall Map and The Capitol Dome features allow users to interact with the app and focus on specific features. The Map is numbered, with each number correlating to a

specific exhibit. Tapping on a number shows users information specific to that exhibit and where they can find it. The Capitol Dome is a layered diagram of the dome that allows users to explore specific structural points, such as the Statue of Freedom standing on the top.

A possible limitation of the app is its reliance on text to communicate with its users. Those with low-visibility may have a hard time using the app without help. Some sections are robust in text, which can lose visitor interest.

New York State Capitol

The New York State Capitol does not have its own app, but the Capitol suggests visitors to explore the Albany Walking Tour available on the PocketSights app. The Capitol is included as the thirteenth stop on the tour. App users begin at the first stop and listen to an audio recording explaining each of the historic sites. A virtual tour is also available as an option for users who are not nearby.

Assessing the App

The app uses audio guides to conduct the tour. Listening to an audio recording can be helpful for walking tour participants, as it allows them to visually explore the sites while also listening to the narrative.

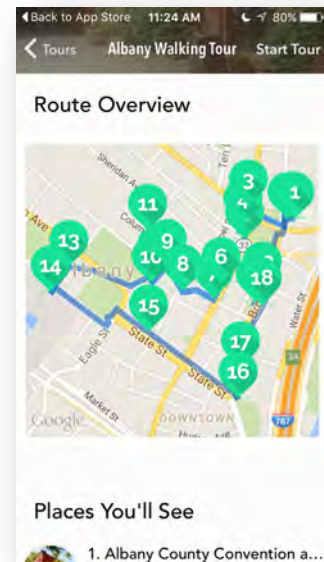
The virtual tour option is also helpful, as it offers the walking tour experience to users who are not in Albany, NY. Visually following the steps of the walking tour, users can get a feel for the surrounding neighborhood.

Users, however, are limited to the tour route – they must start at the first site then walk to each designated stop in the order dictated by the app. Those who are using the app to learn more about the Capitol may find this frustrating, as they would have to wait for the app to run through first twelve stops.

Users can only participate in the walking tour through the audio guide. The app does not offer a second option, such as text. This can exclude users who want or need another form of gathering information from the app.

D’Uva Workshop Mobile Apps

D’Uva Workshop is a company committed to multimedia storytelling through methods such as audio and video guides, radio guides, mobile tours, interactive kiosks, and mobile apps. Based in Firenze, D’Uva Workshop has worked with many of the European cultural destinations, including a number of museums, churches, and basilicas.

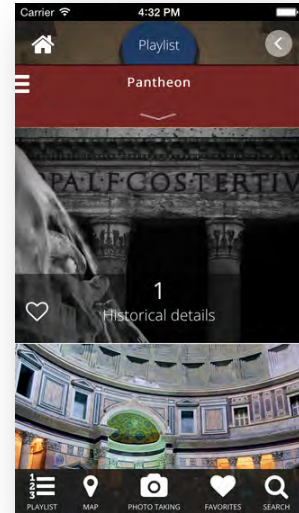


The New York State Capitol is a stop on the Albany Walking Tour.

Pantheon Rome Mobile App

Working with the Basilica of Santa Maria and Martyres, known as the Pantheon, D’Uva Workshop created the Pantheon of Rome mobile application. Available in Italian and English, the app works as a guide for visitors. The app offers 15 listening points, each lasting about 30 minutes. Users can also view a video with music and sound effects, images, and a map.

The app also provides a platform for users to connect with other users through its “Photo Taking” feature. D’Uva included photograph software, iView, in the Pantheon Rome app, allowing users to take a photo, add notes or comments, and then share through email or social media. People can also review or record their experiences with this feature.

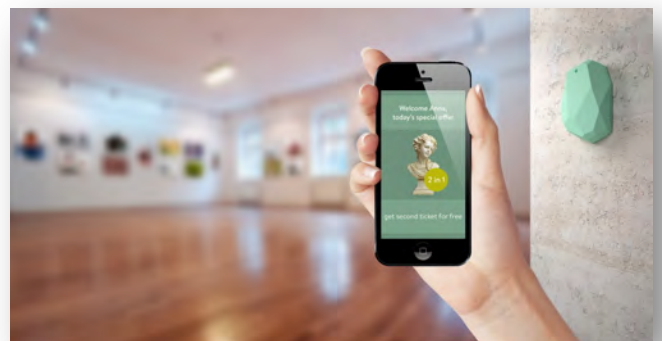


The Pantheon Rome app includes audio tours, a video, and a photo-taking feature.

Mobile App Feature: iBeacon

iBeacon technology is an indoor location-aware technology that uses “beacons” or transmitters to connect with mobile devices. The beacons are a type of Bluetooth low energy (BLE) device that broadcast their location and identifier within a limited space. Once the mobile device connects with the beacon through the compatible app, the mobile user is then introduced to more action options. A room can house multiple beacons, each providing a different experience for users.

A number of companies, such as Labwerk, Estimote, Kontakt, and Beacondo, have developed platforms for museums and other organizations to use the iBeacon technology. Some museums have been attracted to using beacons as an inexpensive method to enhance their exhibits through integrated technology. For example, visitors using the app can see the nearby beacon locations. When in range, the beacon may point out a specific exhibit feature (object, image, artifact), and provide more narrative, supplemental video, audio, and interaction. Many of these platforms also integrate social media interaction, enabling users to post their experiences to Facebook, Twitter, or similar platforms.



Each beacon has a short-range broadcast that alerts the user to information about nearby exhibit features.

Museum Feedback: National Geographic Museum

The National Geographic Museum used Radius Networks beacons in their 2014 exhibit “A New Age of Exploration: National Geographic at 125.” The museum used the beacons to

both deliver exhibit information to visitors, as well as track the visitor experience to understand the popularity of the displays.

To use this new technology, the museum provided some visitors with iPhones that only displayed the National Geographic app. Museum staff chose this method because they worried that visitors would be reluctant to download the app onto their own smartphones. While the exhibit closed in 2014, the National Geographic Museum hopes to incorporate this technology in future exhibits.

Museum Feedback: The Metropolitan Museum of Art and the Brooklyn Museum

The Metropolitan Museum of Art and the Brooklyn Museum tested beacon technology within their institutions in 2014. The Met used an app developed by Mobstac, as well as a free app by Beacondo. The Brooklyn Museum used beacons and software platform from the startup company Estimate.

The Met and the Brooklyn Museum noted challenges with broadcasting accuracy. The Met believed that large crowds caused the inconsistent broadcasting accuracy, but more tests would be needed to confirm this speculation. The Brooklyn Museum also observed varying accuracy, explaining that sometimes the app would not pick up the signal when the user was standing directly next to the beacon while other users standing farther away had no problem communicating with the beacon. The Brooklyn Museum did reach out to other museums using beacon technology and noted that some found more broadcasting success when the beacons were placed on the ceiling. This, however, was not an option for the Brooklyn Museum.

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

Wyoming Timeline

1868

- The territory of Wyoming is created by Congress.

Seal Press Stamp (G-1940.20.1), “MA Arnold Notarial Seal, Laramie County, Wyoming Territory”, H10” x W 3” x L 7.3”



Leather arm chair, may have belonged to Francis E. Warren (G-1967.58.1), features carved territorial seal on front (G-1967.58.1), H: 40”, W: 28”



Brass standard measures for the Territory of Wyoming (including standard yard, gallon, quart, etc.) (G-1969.152.4a-e), various measurements



Appendix F: Wyoming Timeline and Potential State Museum Artifacts

1869

- J. A. Campbell inaugurated as first territorial governor.

Oil Painting, John Allen Campbell, 1st Territorial Governor (A-1897.2.1), H: 53”
W:43”



- Cheyenne designated as territorial capital. First territorial legislature convenes.

No Artifacts

- John A. Campbell signs a bill making Wyoming the first state to grant women the right to vote.

No Artifacts

Copy of Bill from Archives?

1870

- Esther Horbart Morris First Woman Justice of the Peace

Bust of Esther Hobart Morris (A-1985.115.1) H: 10” x W:5.4” x D: 5.4”



- First all-woman jury serves in Laramie.

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

No Artifacts

- Louisa Swain casts first vote for women.

Oil Painting (A-1958.48.1) “First Women’s Suffrage 1869” W59.8” x H44.3”



- First woman bailiff: Martha Symon-Boes-Atkinson was appointed Albany County bailiff, making her the first in the world

No Artifacts

1886

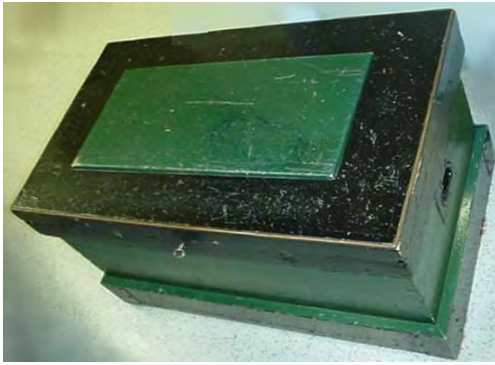
- Construction of the Capitol begins

Plumb Bob used by Feick Brothers for construction of capitol, (G-2004.77.1) L 8” x w 1.3”



Tool Chest of James Kilty (G-2006.21.1a-g) Kilty was a master carpenter who worked on the capitol’s construction. He may be ID’d as being in photo of workers at site. L 37” x W 21” x D 20”

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



Broadax (G-1987.50.1) Used by Feick brothers to stake out capitol prior to construction. H 20.2" x W 8.2" x D 3.0 No photo available

1887

- Cornerstone of capitol building is laid at Cheyenne.

No Artifacts

Copies of Cornerstone Contents from Archives?

1888

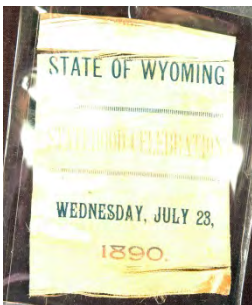
- Wyoming National Guard is established.

No artifacts

1890

- Wyoming becomes the 44th state and F.E. Warren became the first elected Governor

Copy of Statehood Celebration Ribbon Pin (G-1922.34.1) H 5" x W 4"



Statehood Girl Guard rifle (G-1970.87.2), L 48" x W4" x W 1"



Appendix F: Wyoming Timeline and Potential State Museum Artifacts

Copies of photos, programs, etc. available from Archives.

1893

- The State Seal was adopted by the 2nd legislature

No artifacts

Copies of articles from Archives?

1894

- Estelle Reel Meyer is the first woman elected for a statewide position: Superintendent of Public Instruction.

Convention Pin (G-1970.249.27) Worn by Estelle Reel Meyer to a National Education Association convention in 1898, H 5” x W 2”



1900

- Chief Washakie died at the age of 101. Buried with full military honors in cemetery at Fort Washakie.

Bronze Bust Chief Washakie (A-1980.24.1) H 25” x W 10” x D 9”



Appendix F: Wyoming Timeline and Potential State Museum Artifacts

1904

- The Citizens of Wyoming voted where they wanted the State Capitol to be located

No Artifacts

Copy of newspaper articles from Archives?

1910

- Mary Bellamy from Albany County was the first woman to serve in the House of Representatives.

No Artifacts

1911

- Battleship Wyoming commissioned.

Copy of Menu from the launching of the USS WY (G-1973.12.4585a, G-1973.12.5557, G-1998.14.45, G-1998.14.46) 9.8W x 15.2L cm



Pennant USS Wyoming, date unknown (G-1991.66.1) 7H x 28.5L x .5D cm (May be from Monitor USS Wyoming – more research needed)



Drill press originally used on the USS Wyoming (G-2002.111.1) 248H x 60W x 157L cm

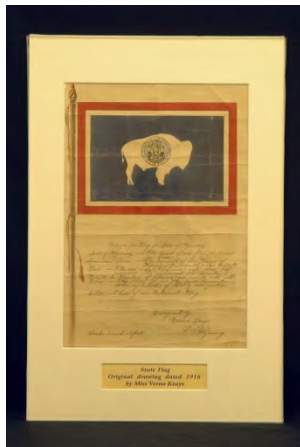
Appendix F: Wyoming Timeline and Potential State Museum Artifacts



1917

- The State flag was adopted .

Copy of Water color painting Verna Keays (married name Keyes) designed the flag when she was 23 years old, for a contest sponsored by the Daughters of the American Revolution in 1916. She won \$20 for the contest. The design was adopted as the state flag by the 14th State Legislature on 31 JAN 1917. However, one change was made, evidently by Grace R. Hebard; the bison was turned to face the viewer's left and flagpole. (A-1919.45.1) 24”H x 16”W



- Indian Paintbrush was adopted as the state flower.

Glass Sculpture High School students from Riverton made center pieces for the 2012 Governor's Arts Awards and this was one of the pieces. (A-2012.27.1) .6D x 20.6Diam cm

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



Bric-A-Brac Wildflowers made from bread dough, center flower is an Indian Paintbrush. Marie Stanfield made the wild flower art. All flowers are based on Wyoming wildflowers. (G-2015.37.2) 17.6H x 12.8W x 12.7L cm



○ Wyoming Highway Department is created.

Sign Wyoming Highway Department, date unknown. (G-1969.255.1) 17H x 17W cm



1920

○ First town in America to be governed entirely by women: the town of Jackson

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

had a woman mayor, town council, and town marshal from 1920 to 1921.

No Artifacts

1924

- o Governor William B. Ross dies in office.

No Artifacts

1925

- o Nellie Tayloe Ross is made the first female governor.

Oil Painting part of the Governor's portrait project (A-1982.69.1) 55.5"H x 24.25"W x 3.5"D



Doll part of the 1st ladies doll project (G-1999.17.11) 49.5H x 13.5W x 8L cm



Book "Book of the Governors" Page 7 has a handwritten note from Wyoming Governor Nellie Tayloe Ross. (G-2014.67.1) 28.5L x 21.4W cm

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

No photo available

1927

- Meadowlark adopted as state bird.

Print “Meadowlark” One of a series of 28 State bird prints. Meadowlark, dedicated to the states of Oregon, Wyoming, Kansas, Nebraska, North Dakota, and Montana at the bottom. These are the states that have the meadowlark as their state bird. (A-1979.45.15) 29”H x 23”W



Print Meadowlark sitting on Indian Paintbursh (APRO-2014.1.17) 48.6H x 59W cm



Glass Sculpture Meadowlark sitting on Indian Paintbrush. High School students from Riverton made center pieces for the 2012 Governor's Arts Awards and this was one of the pieces. (A-2012.27.1) .6D x 20.6Diam cm

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



1931

- Dora McGrath from Hot Spring County was the first woman to serve in the Senate.

No Artifacts

1933

- Former Governor Nellie Tayloe Ross appointed by President Franklin D. Roosevelt as first woman to head the US Mint.

Commemorative Medal One side has profile of Nellie Ross & "1933". "Director of the Mint of the United States" around outer edge. (G-1976.21.1) 3"Diam



1936

- The Bucking Horse was designed for the License plates .

Copy of Drawing of just the bucking horse for the license plate. Original drawing of a cowboy and bucking horse by Allen T. True of Denver, Colorado. The design was intended to be used on the Wyoming license plate. The use of this design was originally suggested by Lester Hunt when he was Secretary of State. It is unknown how True was selected as

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

the artist for the design. It is known that his brother, James B. True, was the State Highway Engineer for Wyoming at the time. (A-1948.38.2) 26”H x 20”W



1936 License Plate 1936 was the first year that the now trademarked bucking bronco design was used on a license plate. (G-1937.22.15) 14W x 35.5L cm



1947

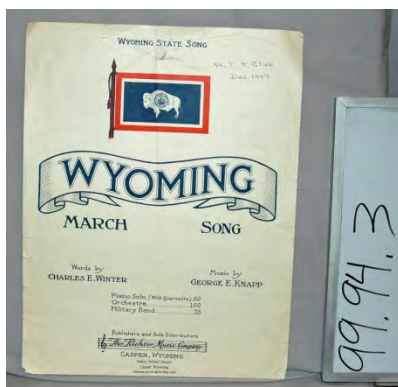
- Cottonwood tree adopted as state tree.

No Artifacts

1955

- “Equal Rights” adopted as state motto.

Sheet Music (G-1999.94.3), “Wyoming” state song 13 ½” (H) x 10 ½” (W)



Appendix F: Wyoming Timeline and Potential State Museum Artifacts

1967

- Jade adopted as state gemstone.

Animal Figurine (G-1983.24.1), small bison made of jade, 1 3/4" (H) x 1 1/2" (W) x 2 1/4" (L)



Golf Club (G-2012.108.1), putting head is made of jade, 37 1/2" (L) x 4" (W)



Nephrite (NH-1947.23.3), small piece of jade, 3" (L) x 1 3/8" (W)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



1985

- Bison adopted as state mammal.

Skull (NH-1973.44.257), bison skull horn core (missing mandible, nasal and maxillia), 12 1/2" (L) x 26 2/4" (W) x 10 7/8" (H)



Print (G-1971.92.22), bison, 10" (H) x 8" (W)



1987

- Cutthroat Trout adopted as Wyoming State Fish.

Wood Sculpture (A-2004.42.1), "Yellowstone Lake Tragedy" by Tom Mulhem, 16 1/2" (H) x 23 1/2" (W) x 9" (Depth)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



- Knightia adopted as Wyoming State Fossil.

Fossil (NH-1991.1.13), Knightia, 3" (H) x 5 1/2" (W)



1990

- Wyoming celebrates Centennial.

Spurs (G-1989.30.22 a,b), Wyoming Centennial, 6 1/4" (L) x 5 1/2" (W) x 1 3/4" (Depth)

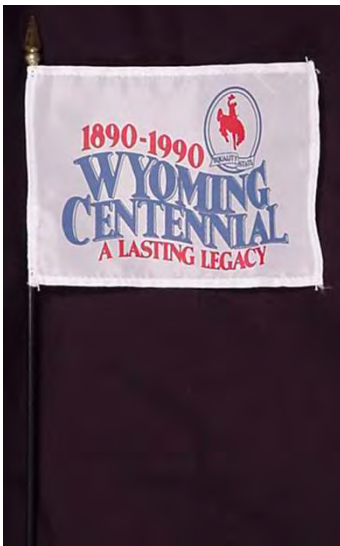


Lamp (G-1989.30.23), Wyoming Centennial shaped like a covered wagon, 28" (L) x 9" (W) x 12" (H)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



Hand Flag with Stand (G-1989.30.33 a,b) white Centennial flag, 10 1/2" (H) x 6" (w)
x 2 1/2" (Diam)



1993

- Horned Toad adopted as state reptile.

No Artifacts

1994

- Triceratops adopted as state dinosaur.

No Artifacts except the possibility of scanning:

Print (G-1996.13.2), Drawing of the Triceratops skull discovered north of Glenrock, Wyoming in 1994. The skull was named "Lady Stephanie," 16 1/2" (H) x 22 3/4" (W)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



1998

- Former Wyoming Governor Mike Sullivan appointed ambassador to Ireland.

No Artifacts relating to this milestone. We do have the following that relate to Mike Sullivan:

Medal (G-1998.31.8), "WYOMING GOVERNORS AWARD / For Excellence," 4 3/8" (H) x 2 3/8" (W)



Tankard (G-1995.3.62), "Bailey's Bar & Grill" 11 1/2" (H) x 7 1/8" (W)



2001

Appendix F: Wyoming Timeline and Potential State Museum Artifacts

- o Dick Cheney sworn in as Vice President of the United States.

Shadow Box (G-2011.14.1), collage of invitations, tickets, and photographs relating to Dick Cheney, includes plaque: "54th Presidential Inaugural...Dick Cheney...2001" 29" (H) x 25 1/2" (W)



Political Button (2001.18.2), "BUSH CHENEY/RESTORING" from the 2000 campaign, 2 1/4" (diam)

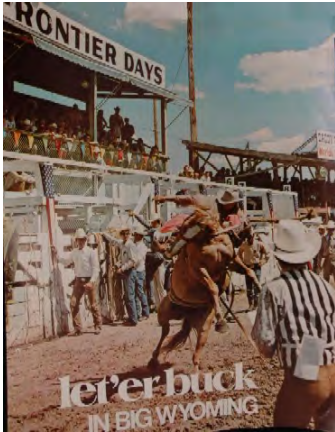


2003

- o Rodeo adopted as state sport.

Poster (G-1999.98.2), Rodeo scene at Cheyenne Frontier Days "Let 'er buck / IN BIG WYOMING," 28" (H) x 22" (W)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



Bronze Sculpture (A-2014.43.3), untitled cowboy on a bucking bronco by James Allard, 11 1/4" (H) x 5 1/2" (Diam)



2004

- o Sacajawea Golden Dollar Coin named as state coin.

Commemorative Bric-A-Brac (G-2013.50.2), framed print with two Sacajawea coins and plaque "Presented to the State of Wyoming on the 200th anniversary of the birth of Jean Baptiste Charbonneau in recognition of the designation of the Golden Dollar featuring Sacajawea as the state coin of Wyoming / The United States Mint / February 11, 2005, 14 3/4" (H) x 17 1/2" (W)

Appendix F: Wyoming Timeline and Potential State Museum Artifacts



2007

- Western Wheatgrass named state grass.

No Artifacts

2009

- Sheridan's Green Hairstreak Butterfly adopted as state insect.

No Artifacts

2010

- State code, "Cowboy Ethics" by James P. Owen, adopted.

No Artifacts

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