

SMITHSONIAN

Content and Programming Book



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American Spaces Assessment and Redesign Project

A collaboration between the U.S. Department of State and the Smithsonian Institution

1.1

Project Background

In November 2012, the State Department’s Bureau of International Information Programs (IIP) and the Smithsonian Institution (SI) launched the American Spaces Assessment and Redesign Project designed to help IIP increase its capacity to connect international audiences with American people and U.S. foreign policy. Since then, the overall objective of the project has been to enhance the physical and programmatic environments of the State Department’s public diplomacy venues abroad. We are achieving this goal through multiple efforts that fall into two primary areas: **design** and **content/programming**.

DESIGN

Since the project’s inception, joint State Department and Smithsonian teams have been visiting select American Spaces in all six regions to conduct assessments and meetings to inform architecture and design recommendations. This technical assistance looks to improve the look and feel of spaces, promote more efficient use of spaces, and deliver a fresh take on bringing “America” into spaces. Early site visits informed broader design recommendations via an “Idea Book,” which provides the global network of American Spaces with design concepts,

furniture recommendations, Smithsonian resources and images, programming concepts, and digital strategies. We have also provided a suite of dynamic graphics for large-scale use in American Spaces. You can use these graphics for walls, banners, posters, or anywhere you wish to introduce vibrant imagery.

CONTENT/PROGRAMMING

Informed by site visit meetings, audience focus groups and live and digital trainings and workshops with Embassy and local spaces staff, as well as close coordination with IIP, we have gleaned valuable information about the opportunities and challenges of programming in American Spaces. Our work supports the delivery of American Spaces Core Programs (English language learning; EducationUSA advising; alumni programs; cultural programs; and providing information about the U.S.). SI has delivered a broad range of content and programming resources in the form of curated “content packages” consisting of material in a variety of media and aimed at sharing engaging and fresh content to supplement key public diplomacy themes and goals. These resources have drawn upon our more than 800 websites borne out of 19 museums and galleries, 9 research centers, and the National Zoo.



Introduction

How the Project Can Help You

All content the Smithsonian has shared can be found on the American Spaces website (americanspaces.state.gov). On this site, you will find design ideas and tips, as well as large-scale graphics, to support your efforts to enliven your American Space or inform your renovation efforts. You will also find content and resources organized thematically to address foreign policy priorities.

We hope you find inspiration in these pages and beyond, and we look forward to continuing this fruitful collaboration.

americanspaces.state.gov



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The Smithsonian Institution is the world’s largest museum and research complex, comprised of 19 museums and galleries, 9 research centers, the National Zoo, and some 137 million objects/specimens/works of art. Our science and conservation work takes us from the depths of the ocean to outer space—and covers everything in between. Our art collections, archives, and cultural programs span millennia and touch on all parts of the world.

This breadth and depth also means a wealth of resources, both onsite and online. With more than 800 Smithsonian-related websites, it can be challenging to know where to begin. The American Spaces project team at the Smithsonian has been working closely with IIP to target priority topics and foreign policy priorities around which programming is planned. We have also worked with Posts and audiences directly, when possible, to understand what types of content and media are the most appealing and what resources we can provide to facilitators for determining how best to use this content.

Our criteria for content selection within this book included English language level, relevance to priority topics or themes, and usability within interactive

programs. We have tried to be sensitive to differing digital capacities of spaces, and many resources can be printed or downloaded so as not to rely on WiFi or low bandwidth. This book is written with an intended audience of Public Affairs staff, Foreign Service Officers, Information Resource Officers, staff and volunteers at American Centers, Spaces, and Corners, and Bi-national centers—or truly anyone who wants to organize programming or provide interesting content to American Spaces visitors. You can also share the book and all of its contents directly with visitors if you wish as well as with local government contacts at Posts. Though we think the resources may be most effective with some minimal introduction or framing, it can all stand on its own for public consumption and is meant to be publically available.

This Content and Programming Book is designed to help easily identify public diplomacy programming material within **six priority topic areas**. These areas are listed below in bold with some of the themes we have included for each:

- **U.S. History, Presidents, and Democracy:** State of the Union, Fourth of July, Thanksgiving, Elections
- **Equality, Human Rights, and Tolerance:** Conflict Resolution/Prevention, Religious Tolerance/Civil Rights, Human Trafficking, Black History Month, World Press Freedom Day, LGBT, Women’s History Month



Overview of Content Resources

- **American Culture and Diaspora:** Cultural groups in the U.S., Sports in America, Pop Culture, Food/Culinary Diplomacy
- **Science, Technology, Health, and Environment:** Earth Day, Climate Change, the Ocean, Technology, STEM, Outer Space
- **Entrepreneurship and Innovation:** Start Your Own Business, Innovation/Invention, Design
- **Education/Education Diplomacy:** English Language Learning, Access to Education, Skill Building

Each topic area has its own chapter, and every chapter is laid out identically for ease of use. The chapter begins with the **Top 5 resources**—content the Smithsonian team has identified as being particularly appropriate for American Spaces audiences and user-friendly for facilitators. These Top 5 resources fall under a variety of media types.

Following the Top 5 are additional resources organized by media type. Within the additional resources, materials are consistently ordered by medium to help you find them more easily. The order for each chapter is:

- Activities and Lesson Plans
- Online Exhibitions
- Videos
- Podcasts and Music
- Articles and Blog Posts
- Images

If there is no material within a certain medium, that media will not appear for that chapter.

Each chapter concludes with thumbnail **images** from the Smithsonian’s collection that you can use in programs or to promote programs via social media or other methods of outreach. (Please be sure to cite the image when you use it.) Additionally, a suite of downloadable large-scale graphics is available to enliven your American Space. All image files can be accessed on americanspaces.state.gov and (unless specified) have no usage restrictions.

Smithsonian Institution resources can be used in a variety of ways for thematic stand-alone programs or as a series of programs (we recommend the latter!). They are also excellent resources for English language learning or for self-directed use in the Spaces or in people's homes.

Below are some ideas for using these resources. These are based on our experiences at the Smithsonian and observations in American Spaces, as well as feedback we've received from you and your colleagues.

- Use as part of English language learning and/or conversation club activities
- Use as basis for facilitated group program, such as:
 - » Debate club
 - » Discussion series (topics might be current events, global issues, how to make a local impact, etc.)
 - » Skill-building series
 - » Maker-space or art-making activity
 - » Group outing or activity (like a litter clean up)
- Use as a feature highlight during thematic events as link on social media

- Create poster shows and printables and host an exhibition and related programming
- Offer for individual or team use and projects on computer terminals
- Ask your audience how they want to use it!

The keys to successful use of any resource are that it fit the interests and needs of the audience and the facilitator, and that it is locally relevant and appropriate. Much of the content we offer here includes facilitator/teacher guides or instructions, and we provide ideas for how you might use it. Please keep in mind that using these materials requires no special training or background. We recognize that content may need some adaptation to fit with your programmatic and Post priorities or be locally appropriate. Feel free to get creative! We are always eager to hear about your ideas and experiences in the field with these materials. We can be reached at AmericanSpaces@state.gov.

Good programming is rooted in understanding your audience and focusing on their interests and experience, while also remaining committed to your objectives.

Preparation

- **Think ahead.** Along every dimension, you want to be planning ahead. From promotion/outreach to security to set up/AV requirements, make sure the logistics are in place ahead of schedule and keep a planning contact list for last-minute issues.
- **Plan for a series.** Whenever possible, try to avoid “one-offs.” It is much more efficient, effective, and often less expensive to plan for and deliver a series of programs rather than a collection of individual events. Series also provide a more successful strategy for building relationships and trust with an audience.
- **Think beyond the program.** What will make your program a success? What are you trying to achieve? Programming and participant outcomes should have a clear link to the American Spaces five core programs.
- **Set yourself up for success.** Create buzz for your program well in advance. Promote it in a variety of media and try to use patrons as your “program ambassadors” to generate excitement and encourage peers to attend.

- **Document the process.** Keep a good log of your planning process, noting when something worked well or not. What would you do differently the next time?
- **Plan your evaluation.** Try to use every opportunity to learn more about your audience and what works/doesn't work for them. Think about what you will measure (the metrics) to determine the program's success and how you will measure it (the methods). Number of participants is one measure, but what about changes in attitudes, knowledge, and skills—is it related to the American Spaces five core programs? Did the participants come back to the Space or another program? Could you develop a simple survey or interview a small focus group to learn more about the program experience?

Creating a memorable experience

In the Smithsonian's experience, certain attributes make programming more effective and enjoyable. These attributes are below—with suggestions for how those qualities might relate to American Spaces.

- **Relevant.** Focus on issues that relate to visitors, their lives, their questions and topics of current interest. Try to spark thought and action after the experience, something to take away or a topic that encourages follow up.



Programming Best Practices

- **Customized.** To the extent possible, allow visitors' experience in the American Space to be flexible, personalized to match interest, questions, knowledge level, or skill level. While there are opportunities for shared experiences, some level of personalization makes people feel special.
- **Immersive.** Make the American Space special, a one-of-a-kind and vivid physical environment. When people come in, make them feel as if they have entered into or journeyed to a different place (the United States of America). When creating programs and experiences, engage as many senses as possible.
- **Dynamic.** Visitors to the Smithsonian often express a strong interest in seeing or experiencing action, movement, and change. This could be literal—including a hands-on or physical activity in programming—or it could be figurative—allowing visitors to see or be a part of a developmental process behind a static “finished product.” In this age of “maker spaces,” audiences, particularly younger audiences, don't want to be passive.
- **Compelling.** Inspire an “Aha!” moment—a sense of discovery and wonder. Focus on offering visitors opportunities to connect new ideas and activities to their lives.
- **Unique.** Let the American Space be a place where visitors interact with something unique or rare. Coming into the space should be an experience that cannot be had elsewhere. Space staff can encourage this feeling through emphasis on the benefits that the space offers—access to information, access to English language learning opportunities, introduction to the U.S. and education opportunities, alumni programming, and cultural programming. People look for special opportunities. What is it that they can only get at American Spaces?

Follow up

- **Remember to evaluate/measure and communicate your success and your learning.** It is important to measure your success against the criteria you set out for yourself, including consideration of how the program addressed the foreign policy priorities. Remember that it may take time to see success and results—attitudes may not change immediately, just as new behaviors may not develop right away. Do participants return for another program? Do they return to your Space? Do they share information with others? Do they act on the experience—read a book, watch a TV show, ask for more information, come back for a related program, join your Facebook group? Be sure to share your results—both positive and negative—with your colleagues. Every program should be a learning experience for the staff as well as the participants.

- **Ask for feedback.** People who attend a program like to be asked what they thought. You may not hear from everyone, but getting feedback can help you improve future programming and ensure you're reaching target audiences effectively. A simple written survey (e.g. What did you learn that was valuable? What would you like to learn more about? Any further comments?) or a follow up question or two in an email can yield useful information and help establish a relationship with the audience.
- **Stay in touch.** Be sure to gather contact information from those who come to the space. You can thank them for participating, invite them to future events, and you can also rely on them to share information with friends. Provide posts or "taggable" photos for Facebook or other social media that are easy to share and promote.
- **Repeat!**



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The Smithsonian Institution offers an enormous array of guides and resources for educators and program facilitators. The links below require some time spent exploring content by theme or region or subject matter for those who are looking to find additional resources. The content packages available on the American Spaces website (americanspaces.state.gov) and content included in this book include materials drawn from many of the resources below.

Smithsonian Education

<http://smithsonianeducation.org>

This website is “the gateway” to educational resources, such as educator guides, for the Institution. The homepage splits resources into sections for three types of users: Educators, Families, Students.

- **Educators:** This section leads to content and materials to help an educator or facilitator prepare, plan, and deliver a lesson or program. You will find lesson plans, a resource library, information about online events, and a professional development section. Lesson plans are divided into four categories: *Art & Design*; *Science & Technology*; *History & Culture*; *Language Arts*.

- **Families:** Here you can introduce participants to Smithsonian museums and making the most of a museum visit. In the “Point & Click” section, Activity sheets (http://smithsonianeducation.org/families/point_click/activitysheets.html) provide word and number games, art exercises, and fun quizzes.
- **Students:** This offers dozens of sites and interactives based on themes: *Everything Art, Science & Nature, History & Culture, People & Places*. Create art online, make a light bulb, test knowledge on climate change, or learn about notable Americans.

Note: While some of these materials are geared towards younger children, they may be perfectly usable and appropriate for audiences who are English language learners or who have limited fluency in English.

Smithsonian Education YouTube channel

<https://www.youtube.com/user/SmithsonianEducation>

SmithsonianEducation

This channel includes many ways to connect with Smithsonian content and collections. One example is the “Explore with Smithsonian Experts” video series, which connects viewers with the skills and techniques of Smithsonian experts who describe their work by introducing new ways to observe, record, research, and share through the use of real artifacts and work experiences.



And Even More Resources for Those Who Want to Explore Further

Smithsonian Institution Archives

<http://siarchives.si.edu>

The Smithsonian Institution Archives captures, preserves, and makes available to the public the history of the Institution—the records of its people, programs, research, and stories. Since its inception in 1846, the Institution has gathered, organized, and disseminated these materials, which are truly part of America’s history. An education section of the site is devoted to educational resources where online versions of its primary sources are available, such as diaries, letters, and photographs. The lesson plans and resources provide ideas about how to use primary sources in the classroom—or an American Space.

Smithsonian Folkways

<http://www.folkways.si.edu>

Smithsonian Folkways Recordings is the nonprofit record label of the Smithsonian Institution and is dedicated to supporting cultural diversity and increased understanding among peoples through the documentation, preservation, and dissemination of sound. The site offers audio recordings and educational materials—currently more than 3,200 albums and 45,000 tracks. Listening and viewing are enhanced by extensive documentation, indexing and search capabilities, including in-depth features in the online *Smithsonian Folkways Magazine* and educational resources in the Tools for Teaching section, which promotes cultural understanding through a series of lesson plans and education kits.

Smithsonian Quests

<http://smithsonianquests.org>

Smithsonian Quests inspire students to explore their own ideas and interests online, in school, at home—or in an American Space. Using digital badges (like certifications), quests connect and reward learners of different ages and in different regions as they learn through reading, writing, videos, and more. Students can keep their digital badges in a portfolio, share them on social media, or print them out. Use these quest activities as part of an ongoing program for your American Space, where participants spend each visit earning a different badge by completing a particular quest. Recommended quests include:

- Diplomat
- Oral Historian
- Eco-Journalist
- Symbols Spotter



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And Even More Resources for Those Who Want to Explore Further
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Smithsonian Seriously Amazing®

<http://seriouslyamazing.si.edu>

This website showcases content from across the Smithsonian with a fresh and modern look that appeals to a younger demographic. These unexpected, eye-catching and quirky bursts of witty questions and answers send young audiences all over the Smithsonian digital universe to learn more and engage their specific interests. Questions like *¿Dónde se pueden encontrar ballenas sobre una autopista?* or *Where do dinosaurs go to chill out?* take participants through the Smithsonian digital universe.

*Educator Resources from Smithsonian Museums and Research Centers***National Museum of American History
History Explorer**

<http://historyexplorer.si.edu>

This site offers activities and lesson plans, interactives, multi-media, and other facilitator supports. You can explore content by Resource Type; Grade Level; Historical Era; or Cross-Curricular Connections (ex. Economics, Math, Writing). The site offers a tutorial on how to use it and browse effectively (<http://historyexplorer.si.edu/howtouse>).

Smithsonian American Art Museum

<http://americanart.si.edu/education>

Using this site, you can explore ways to use art as a means to discuss a variety of topics (such as freedom of speech or civil rights), introduce critical thinking skills or writing exercises, or promote free expression.

“Education Resources” (<http://americanart.si.edu/education/resources>) and “Educator Newsletter” (<http://americanart.si.edu/education/dev/newsletter>) are two especially good sources for content links, lesson plans, and student activity suggestions.



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And Even More Resources for Those Who Want to Explore Further
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Digging deeper into this resource, you can find Online Classroom Activities, features that contain interactive or media-rich assets that can easily be used by educators in the classroom or in an American Space. Students can learn by viewing media or taking part in various online activities. For example, Picturing the 1930s is an immersive multimedia experience that provides a vision of what life was like during the Great Depression. Browse a virtual movie theater and watch interviews with artists working during the period, view artwork, listen to radio programs, watch short films, and even create a documentary movie of your own.

The American Art Student Podcast Series discusses how to lead a podcasting project with your Space audience. Use this resource as a guide for your own podcast-recording activity, to practice vocabulary and speaking skills with intermediate-advanced English language learners. These podcasts are written and recorded by students who provide their own interpretations of works in the Smithsonian American Art Museum's collection.

National Museum of Natural History— Q?rius Education Center

<http://qrius.si.edu>

Q?rius (pronounced “curious”) is a first-of-its-kind interactive and experimental environment that brings scientists and their research out from behind the scenes. Students get tactile and up-close access to more than 6,000 objects from the Museum’s collections. For those who can’t come to Washington, D.C., the Q?rius outreach team has created experiences and activities to take advantage of the expertise locally and share it internationally. “Q?rius online” (<http://qrius.si.edu/teachers/qrius-classroom>) provides great tools for online access to Smithsonian collections and scientists.

Environmental Research Center’s Education and Outreach Programs

[http://www.serc.si.edu/education/
main_index.aspx](http://www.serc.si.edu/education/main_index.aspx)

This site offers a host of hands-on science programs and activities that foster learning experiences in the field as well as in the classroom—or American Space. You can encourage college undergrads or graduate students to check out the Environmental Research Center’s professional training programs.



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And Even More Resources for Those Who Want to Explore Further
(continued)



U.S. History, Presidents, and Democracy



Herblock's Presidency: "Puncturing Pomposity"
(FREEDOM OF SPEECH AND PRESIDENTS)

<http://www.npg.si.edu/exhibit/herblock/intro.html>

Use this online exhibition of presidential political cartoons to talk about **freedom of the press**. Participants can create their own political cartoons of an American President or, if the political climate allows, a local politician.



Posters: American Style

(AMERICAN EVENTS AND PATRIOTISM)

<http://americanart.si.edu/exhibitions/online/posters/mainmenu.html>

Examine posters that respond to important events in **U.S. history** and have participants discuss the themes and their relevance today. "The Impact" section discusses actual events that inspired artists to create powerful and commemorative images. For hands-on activities, "The Process" section provides information on techniques and design—have participants make posters reflecting local issues.



Winning the Vote: How Americans Elect their President (ELECTIONS)

http://smithsonianeducation.org/educators/lesson_plans/elections/ATZ_Elections_2012_Supplement.pdf

Use this teacher resource with games and information on the history of **U.S. elections** and campaigns with this video on Political Comic Books (<https://www.youtube.com/watch?v=hVsQThQp2Rk>) to plan programming. Have participants create their own comic books, slogans, or speeches. Host mock campaigns and elections to practice English and learn about voting.



Preparing for the Oath

(U.S. HISTORY AND VALUES)

<http://americanhistory.si.edu/citizenship>

Use the videos, brief texts, vocabulary sheet, and practice quizzes to **teach English** while exploring **American history and values**. As a tool specifically for non-native English speakers, this is an excellent resource for American Spaces audiences. This digital resource is great for self-directed learning and continuation at home.



The Star Spangled Banner

(JULY 4TH)

<http://amhistory.si.edu/starspangledbanner>

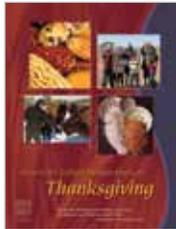
This online exhibition on the history of the **American flag and national anthem** with the accompanying teacher resources (<http://amhistory.si.edu/starspangledbanner/educational-resources.aspx>) provides excellent programming ideas and specific activities.



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Activities and Lesson Plans



American Indian Perspectives on Thanksgiving Harvest Ceremony: Beyond the Thanksgiving Myth (THANKSGIVING AND HOLIDAYS)

http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf

Use these teacher resources to discuss the Native American perspective on Thanksgiving and the innovations and contributions of American Indians to the world at large. Use the age appropriate activities in *Perspectives* and the questions in *Harvest Ceremony* to spark interactive discussion.



September 11, 2001 (U.S. HISTORY)

<http://amhistory.si.edu/ourstory/activities/sept11>

Learn about the events that took place on September 11, 2001 through activities presented by the National Museum of American History that encourage participants to think critically about the roles that Memorials play in connecting history with the public, explore the various artistic expressions that resulted from these events, and celebrate local members of the community who serve as role models. Download the e-book and the activity guides to promote thoughtful discussion and discover ways to successfully present this sensitive subject.



American History Stories and Activities (U.S. HISTORY AND DEMOCRACY)

<http://amhistory.si.edu/ourstory>

Experience history first-hand using online collections, downloadable activity guides and resources provided by the National Museum of American History. Each activity encourages participants to engage with history through guided discussion after reading selected texts, exploring objects, learning through play and creativity, suggested field trips, and many more. Search by subject, historic era, or activity type to best suit a target audience or a specific historical theme.



Online Exhibitions



The Price of Freedom (U.S. HISTORY)

<http://amhistory.si.edu/militaryhistory>

Use different sections of this online exhibition to spark discussion on how wars have shaped American history. Click on “Learning Resources” to solve a Civil War history mystery, download guides with activities, or find supporting videos and materials. How has war affected Americans and American society today?



Mr. President (U.S. HISTORY AND PRESIDENTS)

<http://www.smithsonianeducation.org/president/gallerymain.aspx>

Find profiles on every American president and learn about each presidency through text and images. Participants can create a profile for a future imaginary president or write a personal profile.



Vote: The Machinery of Democracy (DEMOCRACY, U.S. HISTORY, AND CIVIC ENGAGEMENT)

<http://americanhistory.si.edu/vote/home.html>

Explore the history of voting methods as they have evolved over the years in response to political, social, and technological changes in the United States and how these practices vary by state and local districts with this resource from the National Museum of American History. Consider using “The Acme of Reform Section” to spark conversation about the role of voting in a democracy or use “Punch Card Democracy” to discuss the value of youth in the voting process.



American Presidency: A Glorious Burden (U.S. HISTORY)

<http://americanhistory.si.edu/presidency>

Bring the U.S. presidency to life as participants learn about the responsibilities of holding office, view historic artifacts, and read profiles of each president. The activities and teacher guides provide helpful guidance for interactive program ideas.





Presidents in Waiting (U.S. HISTORY AND PRESIDENTS)

<http://www.npg.si.edu/exhibit/vicepres>

Examine the lesser-known role of the vice president and the 14 VPs who eventually became president with this online exhibition. Using the interactive timeline and video interviews with former vice presidents, encourage participants to create their own interview questions.



America on the Move (U.S. HISTORY)

<http://amhistory.si.edu/onthemove>

Use these stories, images, and activities from this exhibition from the National Museum of American History to explore the changes in American lives, landscapes, culture, and communities that occurred as a result of transportation innovations. Use the “Resource” section to download “Classroom Guides” for suggested activities and documents organized by era as well as a list of web resources that allow participants to further explore the impacts of the evolution of transportation in America. Consider using the “Creating Stories Activity Kit” to have participants conduct interviews, create an oral history, and promote English language learning skills.

Podcasts and Music



Thanksgiving from Smithsonian Folkways (HOLIDAYS)

http://www.folkways.si.edu/radio/thanksgiving_playlist

Use this Thanksgiving playlist to accompany any Thanksgiving celebration you host. Use the songs to spark discussion about Thanksgiving traditions and what participants are thankful for or what lyrics they would write for a Thanksgiving song.



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Articles and Blog Posts



What Was on the Menu at the First Thanksgiving? (HOLIDAYS)

<http://www.smithsonianmag.com/history/what-was-on-the-menu-at-the-first-thanksgiving-511554>

Use this history of Thanksgiving meals to discuss the food eaten at Thanksgiving and other traditions. What is unique about Thanksgiving in America?



“O Say Can You See?” (AMERICAN CULTURE)

http://blog.americanhistory.si.edu/osaycanyousee/food_shopping

This blog produced by the National Museum of American History takes readers behind the scenes at the museum, sharing insights and information about exhibitions, events, collections, research projects, and more. Use the “Food and Shopping” section to discuss culinary traditions in America—and locally!





13c Declaration of Independence strip of four

National Postal Museum, Smithsonian Institution.



Star-Spangled Banner, NMAH

c. 1964. National Museum of American History, Smithsonian Institution.



Sen. John F. Kennedy campaigns with his wife in Boston

Carl Mydans, 1958. Kenneth E. Behring Center, National Museum of American History, Smithsonian Institution.



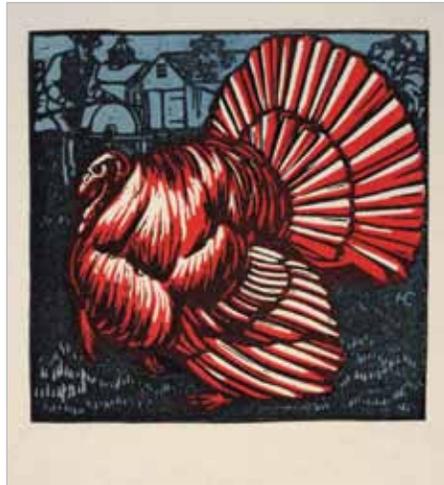
Barack Obama (Hope)

Shepard Fairey, 2008. National Portrait Gallery, Smithsonian Institution. Gift of the Heather and Tony Podesta Collection in honor of Mary K. Podesta.



Barack Obama

National Portrait Gallery, Smithsonian Institution, ©Marc PoKempner.



**The Marchbanks Calendar—
November**

Harry Cimino, 1906. Smithsonian American Art Museum, Smithsonian Institution, Gift of Charlotte Manzari.



**The Result of the Fifteenth Amendment and the
Rise and Progress of the African Race in America
and its Final Accomplishment and Celebration on
May 19th A.D. 1870**

Metcalf & Clark, 1870. National Portrait Gallery, Smithsonian Institution.



Equality, Human Rights, and Tolerance

Comic Book Hero
(NONVIOLENCE, RACIAL EQUALITY,
AND CIVIL RIGHTS)

http://amhistory.si.edu/ourstory/pdf/mlk/mlk_comic.pdf

Use this activity guide to discuss the **Civil Rights** movement by introducing key vocabulary/definitions and discussing a 1960s comic book. Make a list of the “do’s” and “don’ts” of nonviolence into a handy “pocket card” and discuss local community issues.



Voice of Struggle: The Civil Rights Movement 1945 to 1965
(CIVIL RIGHTS-EXPRESSION THROUGH SONG)

http://www.folkways.si.edu/explore_folkways/civil_rights.aspx

Listen to these clips of civil rights songs to discuss ways that music can inspire socio-political movements or **community building** and other non-violent means of bringing about change. Use the teacher resources to provide a framework for a public program or have participants write their own lyrics about a topic that is important to them.

Objection and Answer Banner Lesson Plan
(WOMEN’S EMPOWERMENT AND WOMEN’S HISTORY)

http://amhistory.si.edu/ourstory/pdf/suffrage/suffrage_answer.pdf

Using this step-by-step facilitator resource to have participants analyze banners from the United States **women’s suffrage movement** and create their own banner. Adapt the “Think About” section for programming use.



Choosing to Participate
(SOCIAL CHANGE AND TOLERANCE)

<http://www.sites.si.edu/choosingtoparticipate/choosingToParticipateHighRes.pdf>

Encourage youth to be active promoters of **social change** with this free downloadable poster series that examines everyday decisions, social inclusion, and positive social behavior. Display the posters and host a discussion around the exhibit and encourage participants to create their own posters with similar messages.



“Changing America: The Emancipation Proclamation, 1863, and the March on Washington, 1963”

(RACIAL EQUALITY AND CIVIL RIGHTS MOVEMENT)

<http://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963>

Use this online exhibition and the teacher resources and/or the free iPad app to plan programming about two pivotal moments in **civil rights** history in America.

Teacher resources: <http://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963/teacher-resources>

iPad app: <https://itunes.apple.com/us/app/to-be-free/id626327632?mt=8>



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Activities and Lesson Plans

3.2



Women Inventors and Their Inspirations Resource Guide (WOMEN'S EMPOWERMENT)

<http://invention.smithsonian.org/downloads/wminventorsguide.pdf>

Use this handout with profiles of notable women inventors and related questions to plan a discussion and activities around invention. Consider working with a local female inventor/patent holder to facilitate the conversation.



Norman Rockwell and Freedom of Speech (PRESS FREEDOM)

http://americanart.si.edu/education/pdf/Rockwell_TG_book.pdf

Use the questions provided for the painting "Freedom of Speech" in this guide on page 23 to hold a discussion about the value of freedom of speech. Have participants read the short text to discuss issues of patriotism and press freedom from a local perspective.



The Greensboro Sit-In (NONVIOLENCE AND RACIAL EQUALITY AND CIVIL RIGHTS)

<http://www.smithsonianmag.com/arts-culture/courage-at-the-greensboro-lunch-counter-4507661/?no-ist>

Have participants read this article about the Greensboro Sit-In and then show the 5-minute video. Discuss non-violent protest and ideas of bringing about social change peacefully to guide participants in creating their own lessons about activism.



Create a Role Model Medal Lesson Plan (WOMEN'S EMPOWERMENT)

http://amhistory.si.edu/ourstory/pdf/suffrage/suffrage_medal.pdf

Use this step-by-step facilitator resource to lead a program having participants create a medal recognizing a female role model. Adapt the "Think About" section for programming use.



Abolition: Conversation Kit (TRAFFICKING)

http://amhistory.si.edu/docs/NYS_Abolition_Conversation_Kit.pdf

Use this "Conversation Kit" to discuss slavery in a historical context and the current definition of modern-day trafficking. Kit provides discussion questions and links to additional educator guides, videos, and resources.



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Let Your Motto Be Resistance: African American Portraits (RACIAL EQUALITY AND CIVIL RIGHTS)

http://www.smithsonianeducation.org/educators/lesson_plans/let_your_motto

Participants are asked to look at both African American history and the history of portraiture in these activities ranging from creating your own calling card to researching an African American figure. Use these downloadable lesson plans, articles, and activities to aid in discussions of the issues of civil rights, discrimination, stereotyping, or the dangers of bullying. Lessons are outlined for varying age groups.

Additional National Museum of African American History and Culture activity guides:

http://nmaahc.si.edu/Content/pdf/Education/lesson_picture_k-2.pdf

http://nmaahc.si.edu/Content/pdf/Education/lesson_take_a_stand.pdf

Online Exhibitions



“One Life: Martin Luther King Jr.” (NONVIOLENCE, RACIAL EQUALITY, AND CIVIL RIGHTS)

<http://www.npg.si.edu/exhibit/MLK/index.html>

Use this online exhibition about Martin Luther King, Jr., in addition to brief videos clips, to talk about Dr. King’s significance as a leader for civil rights activism and his belief in non-violent protest. The lesson plan can be adapted to contemporary and local issues.

Videos: <http://www.smithsonianchannel.com/sc/web/show/141155/mlk-the-assassination-tapes#the-aftermath-of-the-assassination>

Lesson plan: http://www.npg.si.edu/exhibit/MLK/MLK_web_lesson_dd_12-23.pdf



“Hide/Seek: Difference and Desire in American Portraiture” (LGBT)

<http://npg.si.edu/exhibit/hideseek>

Use this online art exhibition and its accompanying videos to hold a programming series to discuss LGBT issues and different means of self-expression. Use the “Consensus and Conflict” section to discuss what it means to “feel different” and ways these artists managed feeling marginalized.



“Black Wings: African American Pioneer Aviators”

(RACIAL EQUALITY AND CIVIL RIGHTS MOVEMENT)

<http://airandspace.si.edu/explore-and-learn/topics/blackwings>

Use this online exhibition, Classroom Resources, and short video clips to plan programming about moving beyond challenges to pursue ambitions. The lessons guide participants to use primary source documents to explore the challenges and successes of African American pioneers who established a place in aviation and the space industry for subsequent generations.

Classroom Resources: <http://airandspace.si.edu/explore-and-learn/topics/blackwings/classroom-activities/index.cfm>

Videos: <http://www.smithsonianchannel.com/sc/web/show/141063/black-wings#the-first-female-african-american-pilot>

Articles and Blog Posts



A New York Vigil for Jyoti Singh Pandey (GENDER-BASED VIOLENCE)

<http://smithsonianapa.org/beyondbollywood/2013/02/01/vigil-for-jyoti-singh-pandey>

Use this blog post about a remembrance vigil for Jyoti Singh Pandey to spark discussion about gender-based violence and ways to prevent such violence. Ask participants to write a poem about a person or cause that is meaningful to them.



LGBT in the News (LGBT, EQUALITY, AND TOLERANCE)

Use these articles to spark thoughtful discussion about LGBT rights, current challenges the LGBT community faces, the increasing number of openly gay individuals in professional sports, and the value of practicing tolerance and acceptance.

- <http://www.smithsonianmag.com/smart-news/the-nhl-officially-welcomes-gay-players-with-most-inclusive-measures-of-any-professional-sport-20804359>
- <http://blog.americanhistory.si.edu/osaycanyousee/2013/06/new-objects-in-the-collection-represent-landmark-lawrence-v-texas-decision-look-back-at-lgbt-rights.html>
- <http://www.smithsonianmag.com/smart-news/nfl-isnt-happy-michael-sam-being-gay-most-players-dont-care-180949797>

Images



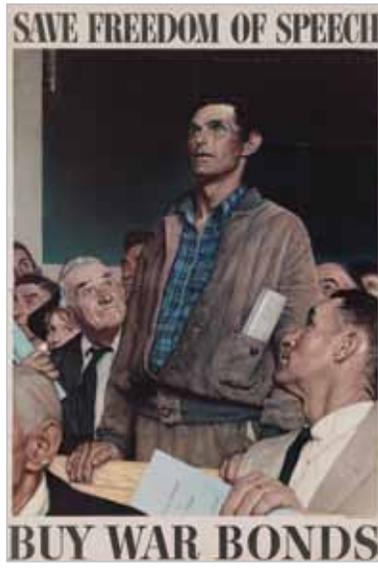
March on Washington [photoprint, 1963]

Photograph by Robert S. Scurlock Studio Records, ca. 1905-1994, Archives Center, National Museum of American History, Smithsonian Institution.



Rev. Theodore M. Hesburgh and Martin Luther King, Jr.

National Portrait Gallery, Smithsonian Institution, gift of the University of Notre Dame in honor of the Rev. Theodore M. Hesburgh, C.S.C.



Freedom of Speech

Norman Rockwell, 1943. Smithsonian American Art Museum, Smithsonian Institution, Gift of Holly and Nick Ruffin.



Frederick Douglass

c. 1850. National Portrait Gallery, Smithsonian Institution.





Suffragists in the Cadillac Auto Parade, Detroit

1912. Archives of American Art, Smithsonian Institution.



Sanitation Workers assemble in front of Clayborn Temple for a solidarity march. Memphis, TN

©Ernest C. Withers Trust. Collection of the Smithsonian National Museum of African American History and Culture, Smithsonian Institution.



Franklin D. Roosevelt and the Four Freedoms single

Bureau of Engraving and Printing, January 20, 1946. National Postal Museum, Smithsonian Institution.



4c Freedom of the Press single

September 22, 1958. National Postal Museum, Smithsonian Institution.



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American Culture and Diaspora

I Want the Wide American Earth Poster Set
(IMMIGRATION AND DIASPORA)

<http://www.sites.si.edu/asianpacificamericanposters>

Download and exhibit this free poster set that celebrates East and Southeast Asian Pacific American **diaspora** across a multitude of incredibly diverse cultures. Use the digital resources, including a poster handbook, to help design programming. Don't miss the e-comic book!



Infinity of Nations (NATIVE AMERICAN CULTURES)

<http://nmai.si.edu/exhibitions/infinityofnations/culturequest>

Learn about **Native American cultures** through a variety of objects and online activities. For each activity completed, participants earn a badge proving their knowledge and can earn all ten to become an Infinity of National Culture Quest Leader.

Treasures of American History (AMERICAN CULTURE)

<http://americanhistory.si.edu/treasures/introduction>

This is an online collection of Treasures of **American History** covering a vast range of topics, such as American music, film, memorabilia, and American TV. Topics include "Creativity and Innovation," "National Challenges," and "Expressions of Faith," among many others.



American Cool (CULTURE)

<http://www.npg.si.edu/exhibit/Cool>

This exhibition discusses "cool" Americans who created an original persona without precedent in **American culture**. Utilize this resource to initiate conversations about what it means to be cool, unique, and courageous. Participants can each come up with a cool local icon and create their own exhibition.



Latino Virtual Gallery (LATINO CULTURES IN AMERICA)

<http://latino.si.edu/virtualgallery/LVGhome.html>

The Latino Virtual Gallery is an interactive learning environment that enhances participants' knowledge and appreciation for **Latino cultural heritage** across science and the humanities. Click through to different galleries that provide teaching guides and other materials.



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Top 5

Activities and Lesson Plans



Native American Dolls (CULTURAL DIVERSITY)

http://smithsonianeducation.org/educators/lesson_plans/native_dolls

Use this teacher resource to lead a program about Native American Dolls and their importance to Native American identity. At the end of the program, your participants can create their own dolls.



Alaska Native Collections: Sharing Knowledge (TRADITION AND HERITAGE)

<http://alaska.si.edu>

Read personal accounts and traditional stories of Alaska Native and eastern Siberian communities and learn about specific cultural objects as they relate to universal themes of community, ceremony, and environment. Use this resource to discuss significant local heritage and traditions and their connection to the universal themes. The Teacher's Guide provides ideas for programming. *Recommended learning experiences:* Natural Resources and How They Are Used, Geographic Study of the Peoples of the North, and Division of Labor by Gender.



History and Culture Lesson Plans (CULTURAL DIVERSITY)

http://smithsonianeducation.org/educators/lesson_plans/history_culture.html

Use these teacher resources on various cultural groups in America and their contributions to American culture to lead programming on Latino Americans, Asian Americans, American Indians, and African Americans.



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Online Exhibitions



Hometown Teams (AMERICAN SPORTS)

<http://www.museumonmainstreet.org/hometownTeams>

Sports, both amateur and professional, are central to American communities. Explore this exhibition to discuss America's love of sports and use the "Classroom" section with educational resources to lead a program.



FOOD: Transforming the American Table 1950–2000 (CULINARY DIPLOMACY)

<http://americanhistory.si.edu/food>

This online exhibition talks about the evolution of food culture in America. Utilize the popcorn activity "Play with Your Food" (<http://invention.smithsonian.org/downloads/sparklab-popcorn.pdf>) to lead a hands-on activity creating an iconic American snack.



Apollo to the Moon (AMERICA IN SPACE)

<http://airandspace.si.edu/exhibitions/apollo-to-the-moon/online>

Use this online exhibition about the United States' mission to achieve a lunar journey to discuss "the Space Race" and America's astronauts. Programming could include discussing food in space, which can include this podcast from a woman who develops space food (<http://invention.smithsonian.org/video/vid-popup.aspx?clip=1&id=673>).



Smithsonian Folklife Festival (CULTURAL DIVERSITY)

http://www.festival.si.edu/explore_festival/year.aspx

See if your host country or another country in your region has been featured in the annual Smithsonian Folklife Festival. Share videos with participants, such as this one on The Will to Adorn (http://www.festival.si.edu/2013/Will_to_Adorn), to discuss different cultural traditions around the world and ways they are celebrated in America.

Videos



Smithsonian Immigration/Migration Initiative

(IMMIGRATION, CULTURAL DIVERSITY AND UNITY)

<https://www.youtube.com/watch?v=vYEVQbg8Avq>

Pair this video with a lesson about the diverse culture and fabric of the United States. Encourage participants to share their own family or community history and origins. Discuss what it means to be an immigrant—what are some reasons people immigrated to the United States in the past? Why might someone emigrate today? Closed captioning is available to assist with English language learning.

Articles and Blog Posts



Football (SPORTS)

<http://www.smithsonianmag.com/tag/football>

Use this list of football related articles to plan programming about American Football. You can also use these video clips about high school football (<http://www.smithsonian-channel.com/sc/web/show/135757/the-rivals>) about how important sports can be to communities.



Skating in Central Park

Agnes Tait. Smithsonian American Art Museum, Transfer from the U.S. Department of Labor, Smithsonian Institution.



Statue of Liberty

Gregorio Marzan, 1989. Smithsonian American Art Museum, Smithsonian Institution, Gift of Chuck and Jan Rosenak and museum purchase through the Luisita L. and Franz H. Denghausen Endowment.



Mural of Sports

Joseph Rugalo. Smithsonian American Art Museum, Smithsonian Institution, Transfer from the Newark Museum.



Wide Receiver—Memorial High School

©1978 Geoff Winningham. Smithsonian American Art Museum, Smithsonian Institution, Transfer from the National Endowment for the Arts.



[#45 jumping to catch football, Howard University: photoprint, ca. 1940s.]

Scurlock Studio Records, ca. 1905-1994. Archives Center, National Museum of American History, Smithsonian Institution.



Child with Jack-o-lantern [photoprint]

Horace J. McFarland Company, 1906. Archives of American Gardens, Smithsonian Institution.



Christmas Holiday Commemorative Stamps

Harry Wysocki, 2013. Smithsonian Institution.



R2-D2 and C-3PO, from *Return of the Jedi*

LUCASFILM Ltd., Kenneth E. Behring Center, National Museum of American History, Smithsonian Institution.



Smithsonian Institution





Science, Technology, Health, and Environment



Smithsonian X 3D (TECHNOLOGY)

<http://3d.si.edu>

3D digitization at the Smithsonian is bringing our collections to life. Check out models, take virtual tours, watch videos, or print your own 3D Smithsonian objects.



Smithsonian Education (SCIENCE AND NATURE)

http://www.smithsonianeducation.org/students/explore_by_topic/science_nature.html

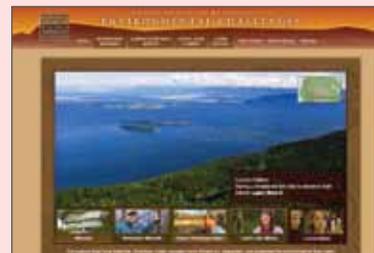
Experience the thrill of the race to space, conduct experiments, take quizzes and more as you explore the **scientific discoveries** that impact our everyday lives. These resources provide both hands-on and virtual activities for a great group program.



Q?rius Education Center (SCIENCE EDUCATION)

<http://qrius.si.edu>

Through the new state-of-the-art **science education center** at the National Museum of Natural History, participants can create a digital Field Book, explore objects and media, read about scientists, watch live or archived webcasts, and complete activities.



American Indian Responses to Environmental Challenges (ENVIRONMENT)

<http://nmai.si.edu/environment>

Learn about how American Indians have thrived on, respected, and protected what makes up their **environments and homelands**. Guide participants in creating a story project (templates provided) or use additional resources to host discussions.



Ocean Portal (OCEAN CONSERVATION AND ENVIRONMENT)

<http://ocean.si.edu/american-spaces>

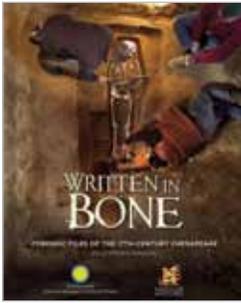
Explore the ocean and its history, learn about underwater ecosystems, and promote **ocean conservation** efforts through a series of engaging blogs, photos, videos, and interactive maps. Free downloadable lesson plans tailored for a variety of age groups are available in the Educators' Corner, and the "Your Ocean" map provides regionally specific information for your visitors. A suite of lessons specifically tailored to the American Spaces promote scientific understanding and help with English language learning.



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Activities and Lesson Plans



Written in Bone: Forensic Files of the 17th Century Chesapeake Educator's Manual

(ANTHROPOLOGY AND FORENSICS)

http://www.mnh.si.edu/education/printable_resources/WrittenInBoneEducatorManual.pdf

Use this online exhibition and educator's manual to guide participants in activities and discussions related to forensic anthropology and how technology is used to study skeletal remains to uncover details about everyday life in early America and around the world. Comprehension questions, vocabulary words, and activities for a variety of age groups make this an appropriate activity for intermediate to advanced English language learners.



Atmosphere: Change is in the Air Activities (SCIENCE AND ENVIRONMENT)

http://forces.si.edu/atmosphere/05_00_00.html

Learn about the importance of our atmosphere, its functions and chemistry, and how scientists are tracking environmental fluctuations through these activities that explore the changes that impact all life on the planet. *Recommended activities include:* What's Up? The Atmosphere! and Greenhouse Gas in a Jar.

Online Exhibitions



Coral Reef Interactive (ECOSYSTEMS)

http://www.mnh.si.edu/exhibits/ocean_hall/reef_interactive/reef_interactive.html

Use this interactive to explore how simple choices might impact a coral reef ecosystem in the Caribbean. Questions guide participants to think about everyday decisions and how they affect climate change and conservation.



Here, There, Everywhere (STEM)

<http://hte.si.edu/americanspaces>

This rich resource provides series of exhibitions, posters, and supporting hands-on activities (a guide contains background and instructions for interpreting and facilitating). Make your own exhibit or use videos for an ongoing public program focused on STEM topics.



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Videos

**Ecosystems on Edge** (ENVIRONMENTAL PROTECTION)

<http://ecosystems.serc.si.edu>

Use this website and series of videos on climate change and its impact on ecosystems to host ongoing public programs focused on the environment and human impact. Challenge participants to see how many activities in the “Take Action” section they can complete.

**Smithsonian Science Videos** (ECOSYSTEMS)

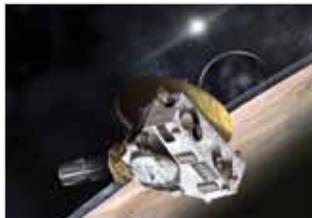
<http://smithsonianscience.org/category/video>

Show these videos from the Smithsonian Tropical Research Institute, National Museum of Natural History, National Zoo, and more to introduce topics relating to wildlife, environment, and climate change. Videos can be part of ongoing public programs, or web/blog series can encourage debates.

**Ocean Trash: Marine Debris From Shore To Sea** (OCEAN)

<http://ocean.si.edu/blog/ocean-trash-marine-debris-shore-sea>

Use this blog post and video on ocean pollution and how to reduce human impact. You can show this in preparation for a beach-cleaning outing or a project where students create useable pieces or art out of recycled materials.

**National Air and Space Museum Webcasts** (ENGINEERING AND SPACE)

<http://airandspace.si.edu/events/webcasts.cfm>

Videos feature famed astronauts, engineers, and astrophysicists exploring topics of space, flight, and engineering, and serve as a great basis for ongoing public programs focused on breakthroughs in science. *Recommended videos include:* Sally Ride: Life Stories; 2013 Astronaut Class Talks STEM; Meet an Astronaut: Dr. Thomas Marshburn.



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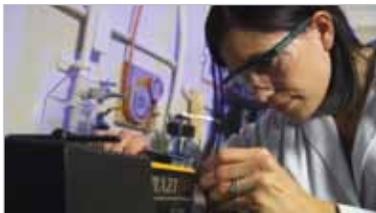


Cerro Ballena (PALEONTOLOGY, SCIENCE AND TECHNOLOGY)

<http://cerroballena.si.edu/video-gallery>

Watch these videos to learn about the 3D digitization techniques being used to document and preserve scientific information of whale fossils found in Chile and facilitate a discussion about the intersections of creativity and science. Consider working with a local scientist to discuss the importance of scientific documentation, preservation, and what this technology means for the future of arts and science. Closed captioning is available to assist with English language learning. *Recommended videos include:* 3D-Printed Whale Fossil by 3D Systems and Fossil whales—A Race Against Time.

Find out more about the team: <http://cerroballena.si.edu>



Scientists at the Smithsonian (SCIENCE AND WOMEN IN SCIENCE)

<http://smithsonianeducation.org/scientist>

Choose a topic that interests you—such as art, animals, fossils, or volcanoes—and watch a video of an expert to learn more about the science behind their work. Closed captioning is available to assist with English language learning. Encourage participants to consider what type of scientist they might like to be based on their own interests. *Suggested videos include:* Liz Cottrell, Katharine Hope, and Dave Roubik.

Articles and Blog Posts



How Two Laser Cowboys Saved the Day (SCIENCE AND TECHNOLOGY)

<http://www.smithsonianmag.com/arts-culture/how-two-laser-cowboys-saved-the-day-83143096>

Learn about how 3D printing technology allowed one paleontologist to preserve valuable scientific evidence located in a bed of whale fossils. Use this blog post to facilitate a discussion about other intersections of science and technology.



Sara Seager's Tenacious Drive to Discover Another Earth *(SPACE AND WOMEN IN SCIENCE)*

<http://www.smithsonianmag.com/science-nature/driven-make-most-her-time-planet-mit-astronomer-has-set-audacious-goal-180951174>

Use this article to learn about the accomplishments and drive of Sara Seager in her search for alien life forms in our universe. Consider working with a group of young women to facilitate a discussion about women in science, the challenges they may face, and the value of these contributions to science and the advancement of women.



Images



Space Shuttle Discovery Rollout

NASA, 2012. Steven F. Udvar-Hazy Center, National Air and Space Museum, Smithsonian Institution.



Aluminum Can Recycling Program, 1990.

Jeff Tinsley, 1989. Smithsonian Institution Archives.



Save Our Earth

©1995 Jennifer Morla. Smithsonian American Art Museum, Smithsonian Institution, Gift of the artist, Morla Design, Inc., San Francisco.



Boeing Aviation Hangar

Dan Penland, 2005, Steven F. Udvar-Hazy Center, National Air and Space Museum, Smithsonian Institution.



“Woosy Owl” Anti-Pollution Poster

Department of Agriculture, 1970s. Kenneth E. Behring Center, National Museum of American History, Smithsonian Institution.





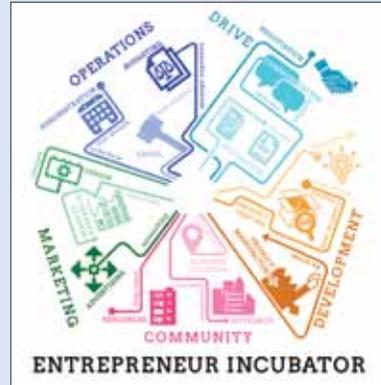
Entrepreneurship and Innovation

ARTLAB+ Entrepreneur Incubator (ENTREPRENEURSHIP AND INNOVATION)

<https://americanspaces.state.gov/home/content/smithsonian-institute>

The **entrepreneurial process** requires individuals to have a tremendous amount of drive, understand the development process, know their community, develop a skilled marketing plan, and have a basic understanding of the day-to-day operations of a successful business.

The Entrepreneur Incubator is designed to tackle these challenges in a way that is intuitive, easy to understand, and driven by the participants' interests. The Entrepreneur Incubator will provide participants with relevant experiences, skills, and competencies so they are better able to start their own business. This package includes clear guidance for facilitators, as well as digital and analog materials.



American Enterprise Initiative (BUSINESS ENVIRONMENTS)

<http://americanenterprise.si.edu>

Use the objects and blog for this upcoming exhibition to lead a discussion group on **business in the local community** and how it may be evolving. Ask participants what products or services are hallmarks of the 21st century, and talk about how the individuals behind those products/services achieved success.



Invention Podcasts (INVENTION)

<http://invention.smithsonian.org/video>

Share these downloadable podcasts from the National Museum of American History's Lemelson Center for the Study of Invention and Innovation that feature contemporary **entrepreneurs and inventors**. Host weekly discussion groups and use the accompanying activity guide, which includes questions that can be used to direct listening and further discussion. (Try: *Ashok Gadgil inspires future inventors* or *Deanne Bell believes engineering is for girls*.)

Invention Podcasts Listening Guide: <http://invention.smithsonian.org/downloads/lemelsonpodguide.pdf>

Digital Video Content

(ENTREPRENEURSHIP, EDUCATION, ENVIRONMENT, STEM, CIVIL SOCIETY)

americanspaces.smithsonian.com

This American Spaces digital portal is specifically tailored by Smithsonian Media and arranged by thematic content: **Entrepreneurship, Education, Environment/STEM, and Civil Society**. Each content area has a group of videos, each with optional closed captions and a list of discussion questions to use for facilitating a program. Spaces can either stream or download these short-form videos and use them individually or as part of a series.



Blast From The Past (DESIGN)

<http://dx.cooperhewitt.org/lessonplan/Blast-from-the-Past-2>

Use this lesson plan to analyze famous designs of the past and how the invention impacted the world. Challenge participants to discuss famous inventors and the values or ideals their **inventions** embody.



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Top 5

Activities and Lesson Plans



The Business of Design (BUSINESS AND ENTREPRENEURSHIP)

<http://dx.cooperhewitt.org/lessonplan/the-business-of-design>

Use this step-by-step facilitator guide to lead an interactive program examining the intersections of business and design. Lead discussions on how design can be a dynamic force in saving and transforming lives or new businesses that could be introduced locally to address pressing issues.



Activities and Experiments from The Lemelson Center for the Study of Invention & Innovation (INNOVATION)

<http://sparklab.si.edu/spark-experiments.html>

Using simple materials, help participants use these activity ideas to design, invent, create, and build.

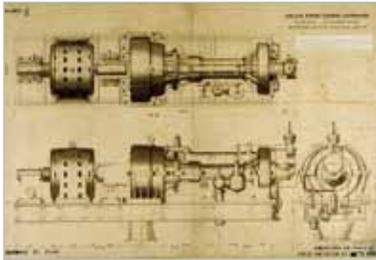


Our Story: The Money Makers. Local Business, Big Reach Activity Guide (LOCAL BUSINESS)

http://amhistory.si.edu/ourstory/pdf/money/money_local.pdf

This activity guide from the National Museum of American History highlights the importance of local business in the community. Encourage participants to think critically about local business strategies and how community needs are met through business. The interview process and challenge words are good opportunities to practice English language skills. Use the included activity guide to visit a local business or consider working with a local business owner or founder.

Online Exhibitions



Industrial Drawings (INVENTION)

<http://www.sil.si.edu/exhibitions/doodles>

Explore this online exhibition to discuss how engineers, inventors, and designers produce drawings as part of their creative process. Use the “View the Objects” gallery to discuss the conditions that surrounded the invention of specific objects, or use the “Convincing” section to discuss the elements of product design, such as prototyping. Have participants create their own designs to share with others.



Wright Brothers (ENTREPRENEURS)

<http://airandspace.si.edu/exhibitions/wright-brothers/online>

Use this online exhibition about the inventors of the modern airplane to lead a discussion group on local and global entrepreneurs that serve as inspiration for a new generation of business owners. The lesson plans in the exhibition can be used to help plan programming.



National Design Awards (BUSINESS AND DESIGN)

<http://ndagallery.cooperhewitt.org>

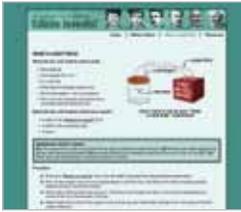
Use the online gallery to have participants explore the design work of business owners, architects, and artists to discuss innovation and lasting achievement in American design. Have a dialogue about the intersection of business and design or ask participants to discuss how design can innovate and educate.



Inventors at Play (INVENTION)

http://invention.smithsonian.org/centerpieces/iap/inventors_main.html

Use this online exhibition to learn the stories of inventors whose creative habits began in childhood. Ask groups to choose a favorite profile and have a discussion about the inspirational qualities or ideas that person embodies. Brainstorm other ways that play can spur innovation.



Edison Invents (INVENTION)

<http://invention.smithsonian.org/centerpieces/edison>

Use this online exhibition that explores the life and work of Thomas Edison to discuss the life of an inventor, the role of “failure” in the invention process, and the value of creativity in design. Use the “Make Your Own Light Bulb” activity for a hands-on program in which participants get a chance to go through an engineering experience. Consider working with a local engineer to facilitate.

Videos



Revolutionizing the Urban Farm (CREATIVE BUSINESS DESIGN)

<http://www.smithsonianmag.com/videos/category/arts-culture/revolutionizing-the-urban-farm>

Use this video about revolutionizing the urban farm to lead a discussion on creative solutions to business dilemmas or challenge participants to become “entrepreneurs for a day” and design their own business to address a local issue. Have local business leaders join or lead the conversations.



Silicon Valley Rebels (BUSINESS)

<http://www.smithsonianchannel.com/sc/web/show/3361661/silicon-valley-rebels>

Use these video clips about American tech start-up entrepreneurs to lead a discussion group about workplace values, following dreams, or starting a company. Consider working with local business leaders to facilitate the discussion or join as guest speakers.



The Art of 3D Printing (TECHNOLOGY AND INNOVATION)

<http://www.smithsonianchannel.com/sc/web/video/titles/20040/the-art-of-3d-printing?a=culture&p=18>

Watch how one artist with a background in jewelry design is using 3D printing technology with a MakerBot printer to exercise his creativity. Use this video in coordination with a discussion about the maker movement and the future of digital fabrication. Encourage participants to think about ways in which they can turn a skill or hobby into an innovative product or idea.



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Articles and Blog Posts



Tesla at the Smithsonian: The Story Behind his Genius *(TECHNOLOGY AND INNOVATION)*

<http://www.smithsonianmag.com/smithsonian-institution/tesla-at-the-smithsonian-the-story-behind-his-genius-3329176>

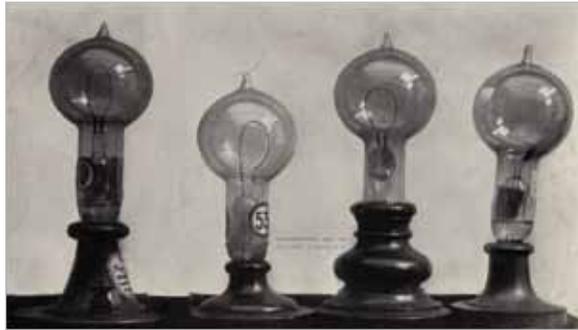
Nikola Tesla excelled in both science and business. Use this article to facilitate a discussion about the role of the creative process in innovation and entrepreneurial endeavors.



Images

Four early light bulbs black and white photoprint

William J. Hammer Collection, Archives Center, National Museum of American History, Smithsonian Institution.



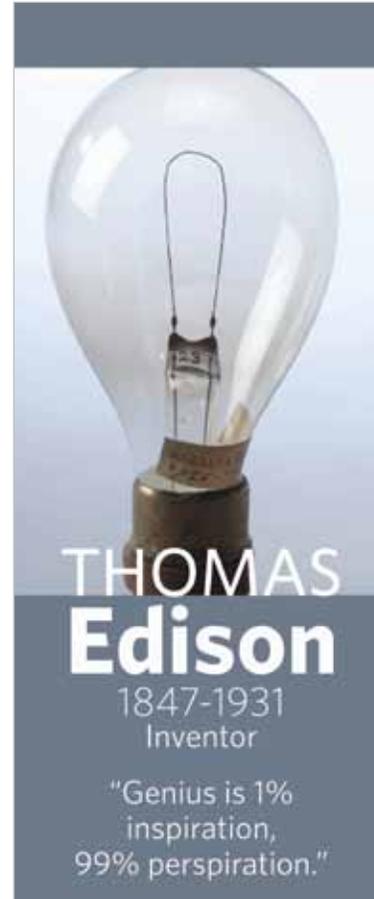
Thomas Alva Edison

Abraham Archibald Anderson, 1890. National Portrait Gallery, Smithsonian Institution; transfer from the Smithsonian American Art Museum; gift of Eleanor A. Campbell to the Smithsonian Institution, 1942.



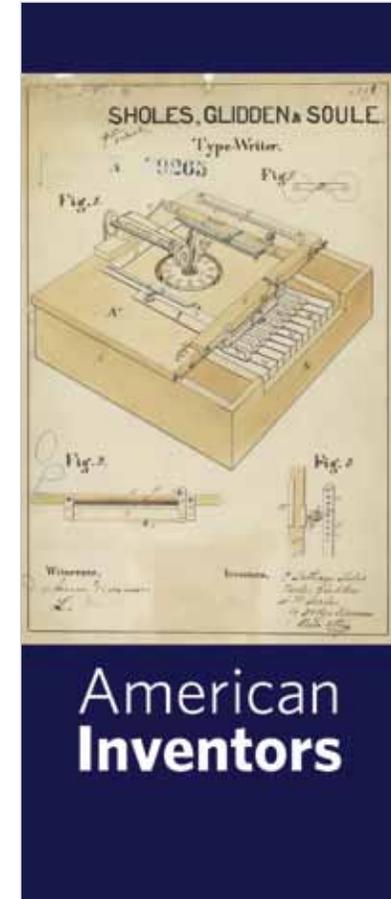
Benjamin Franklin

Joseph Silfred Duplessis, c. 1785. National Portrait Gallery, Smithsonian Institution; gift of the Morris and Gwendolyn Cafritz Foundation.



Thomas Edison poster

2013, Smithsonian Institution.



American Inventors poster

2013, Smithsonian Institution.





Education / Education Diplomacy



Separate is not Equal: Brown vs. Board of Education (EDUCATION AND RACIAL EQUALITY)

<http://americanhistory.si.edu/brown/history>

Brown v. Board of Education was critical to the evolution of American democracy.

View photographs, find a teacher's guide, and take a virtual field trip of this exhibition highlighting the landmark case. Use this topic to discuss discrimination, **equal access to education**, and school as a place for tolerance and grassroots activism.

Use the teacher resources to discuss the effect of education upon people and their communities, including the cultural and educational opportunities around them.



Expanding College Opportunities (EDUCATION AND ACCESS)

<http://www.smithsonianchannel.com/sc/web/video/titles/24008/expanding-college-opportunities?a=culture&p=7>

Caroline Hoxby studied the achievement rates of American low-income students. She revealed that there is a much higher number of low-income high-achieving students than original reports accounted for. Use this video to discuss **access to education**, inequality and real-world problem solving to reduce poverty.

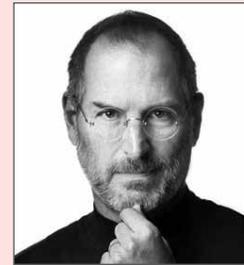


Challenging Conventional Thinking

(EDUCATION AND INSPIRING EDUCATORS)

<http://www.smithsonianmag.com/science-nature/temple-grandin-on-a-new-approach-for-thinking-about-thinking-130551740>

Educator, advocate for autism and animal behavior specialist Temple Grandin teaches us a new approach to thinking. She calls for an appreciation of "visual thinking," or thinking in pictures. Use this message to encourage participants to recognize their **personal thinking and learning style**. Engage senses by designing a lesson plan to demonstrate how pictures can speak as loudly as words or listen to student podcasts (<http://americanart.si.edu/education/activities/podcasts>) from around the world talking about art to compare global perspectives.



Value of Informal Education (EDUCATION AND ROLE OF EXPERIENTIAL LEARNING)

<http://www.si.edu/exhibitions/stevejobs>

Learning happens inside and **outside of the classroom**, especially when you feel inspired to develop new skills and knowledge. Introduce participants to Steve Jobs, the inventor who tinkered and learned a great deal outside of the classroom and whose designs and innovation in technology have transformed the world. Peruse a collection of the works of untrained American artists (<http://americanart.si.edu/exhibitions/online/t2go/ifa>) and discuss how talent can guide your career.



The Extraordinary life of Helen Keller

(EDUCATION AND UNDERSERVED POPULATIONS)

<http://www.smithsonianchannel.com/sc/web/video/titles/24648/the-extraordinary-life-of-helen-keller?a=featured&p=1>

Author, activist, and advocate, Helen Keller accomplished remarkable feats throughout her life, one of which includes being the first deaf blind person to earn a college degree. Use this video to inspire people who overcome challenges in **pursuit of education**.



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Top 5

Activities and Lesson Plans



Preparing for the Oath (U.S. HISTORY AND VALUES)

<http://americanhistory.si.edu/citizenship>

Use this web tool on American history and values as a resource for either individual practice in reading comprehension and English language learning or a guided group activity. The spoken English is slow and appropriate for non-native English speakers. A transcript and glossary of terms are included.



Podcasting: Teaching 21st-Century Skills (TECHNOLOGY)

http://www.smithsonianeducation.org/educators/lesson_plans/podcast/index.html

Introduce podcasting and how it can be used and encourage participants to create their own.



Smithsonian Quests (DIGITAL BADGING)

<http://smithsonianquests.org>

Use these quest activities as part of an ongoing digital badging program for your American Space, where participants spend each visit earning a different badge by completing a particular challenge. Smithsonian educators review and comment on challenges and send individual feedback. *Recommended quests include:* Diplomat; Oral Historian; Eco-Journalist; Symbols Spotter.



Education and Equity (ACCESS TO EDUCATION)

http://americanart.si.edu/education/pdf/education_equity.pdf

This guide discusses the effect of education on people and their communities. Use the paintings and discussion questions provided to lead a dialogue.



Oral History Interviewing Guide (INTERVIEWING SKILLS)

http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx

Encourage participants to educate themselves about their own family and community as key sources of history, culture, and tradition—and learn effective research and interviewing skills. This booklet provides helpful tips for collecting folklife and oral histories and sharing them publicly.



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Active Learning (SKILL BUILDING)

http://www.smithsonianeducation.org/educators/lesson_plans/deer/smithsonian_siyc_fall2011.pdf

Use this case study to learn about local environmental issues and take action in your community. Have students read this resource and design their own challenge to solve. Participants can work together and create an exhibition of their process and findings.



Nobel Voices for Disarmament (EDUCATIONAL DIPLOMACY)

http://media.smithsonianfolkways.org/docs/lesson_plans/FLP10073_nobel_voices.pdf

Use these recordings and lesson plan to discuss leadership, conflict resolution, and what a peaceful world might look like. American and U.S.-educated international leaders are included. The lesson plan can help create a program to develop listening and critical thinking skills and participants can create their own speeches on peace and collaboration.

Videos



“Ask Smithsonian” video series (ENGLISH LANGUAGE LEARNING)

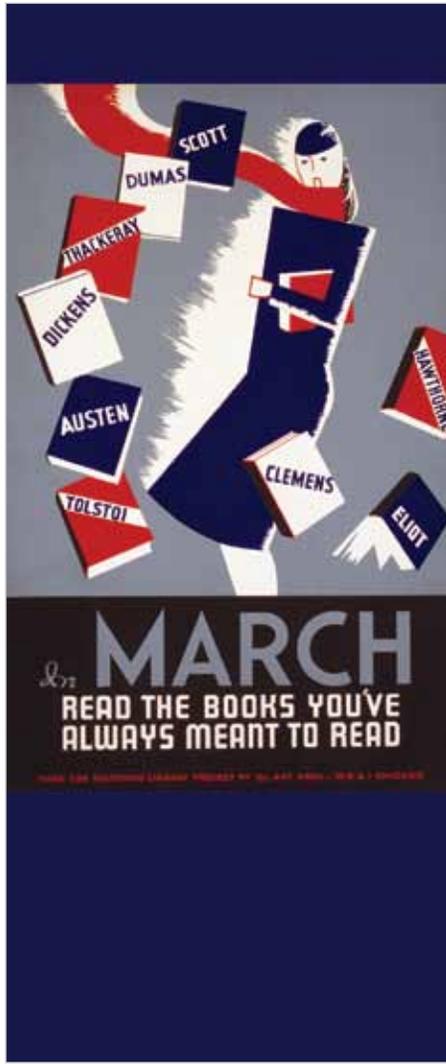
<http://www.smithsonianmag.com/videos/category/ask-smithsonian>

Use these videos to practice listening comprehension as part of an ongoing English club or as a new program series. *Recommended videos:* Why do we sleep?; Why are lakes freshwater and the ocean saltwater?; Are humans the only animals to use stars to navigate?; Why do we have an appendix?

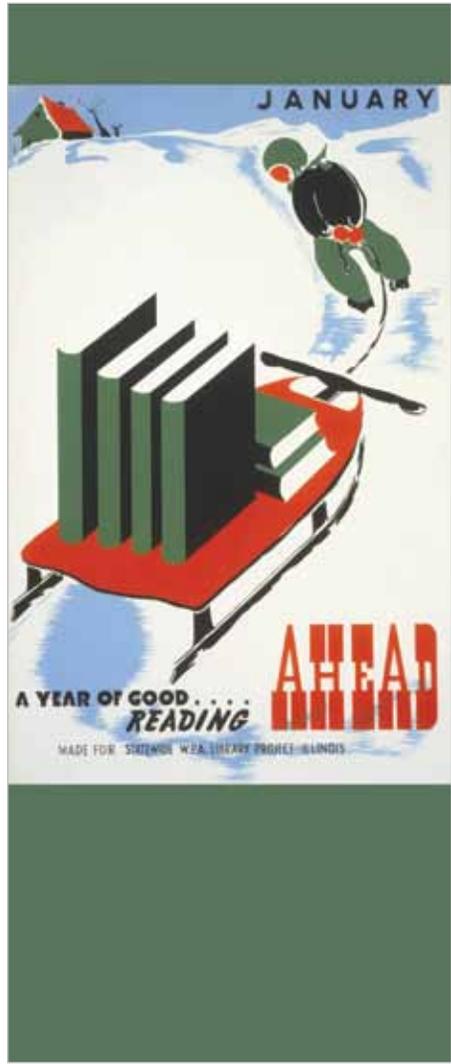


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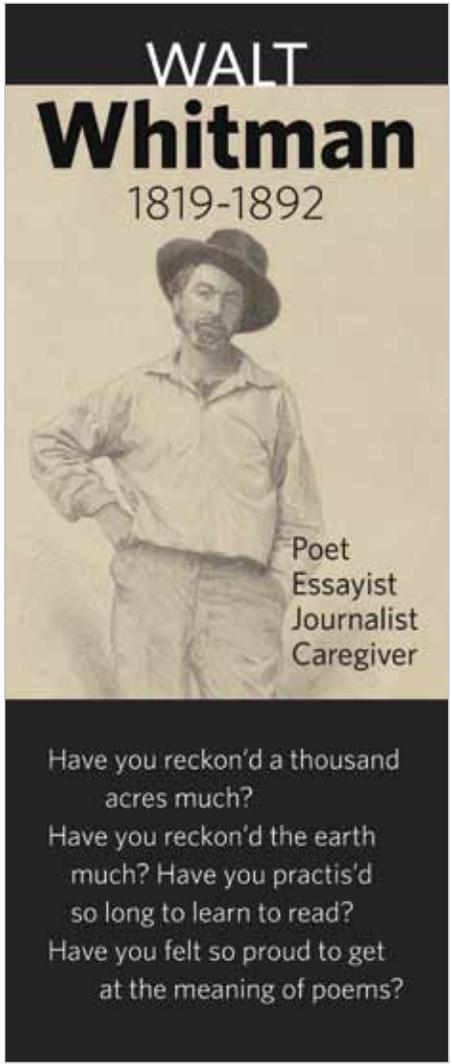




Read Books in March
2013, Smithsonian Institution.



Year of Good Reading
2013, Smithsonian Institution.



Walt Whitman
2013, Smithsonian Institution.





Concluding Remarks

We hope you have found this Content and Programming Book helpful. Your dedication and commitment help make American Spaces the vital places they are. The Office of American Spaces is always happy to hear from you and can be reached via email at AmericanSpaces@state.gov. We look forward to hearing about your programs and activities and to answering your questions and supporting your efforts.

We would like to extend a special thank you to the Office of American Spaces and the broader State Department team that has contributed to the success of this project. We would also like to thank our colleagues at the Smithsonian who have developed valuable content and shared expertise to support American Spaces and key diplomacy themes and goals.

IIP provides programs and platforms to engage international audiences in sustained, meaningful interaction on the full spectrum of U.S. policy objectives, intersecting innovation, policy, and public diplomacy. American Spaces are a key tool for IIP in building mutual understanding between Americans and international audiences, and they exemplify the U.S. commitment to a core tenet of democracy: the citizen's right to free access to information. The Smithsonian's mission is the "increase and diffusion of knowledge." As a global institution with ongoing research and partnerships in over 130 countries, we are pleased to share our content and programming ideas with American Spaces around the world.

We look forward to continuing this fruitful relationship and collaborating on meaningful initiatives.



Concluding Remarks