

# **MY NMAAHC JOURNAL**

## **The Culture Galleries**

### **Supplementary Guide for Adults**



# Supplementary Guide for Adults

*My NMAAHC Journal: The Culture Galleries is designed for your student(s) to explore the culture galleries at the National Museum of African American History and Culture (NMAAHC). This supplementary guide will help parents, guardians and educators support their students' experience.*

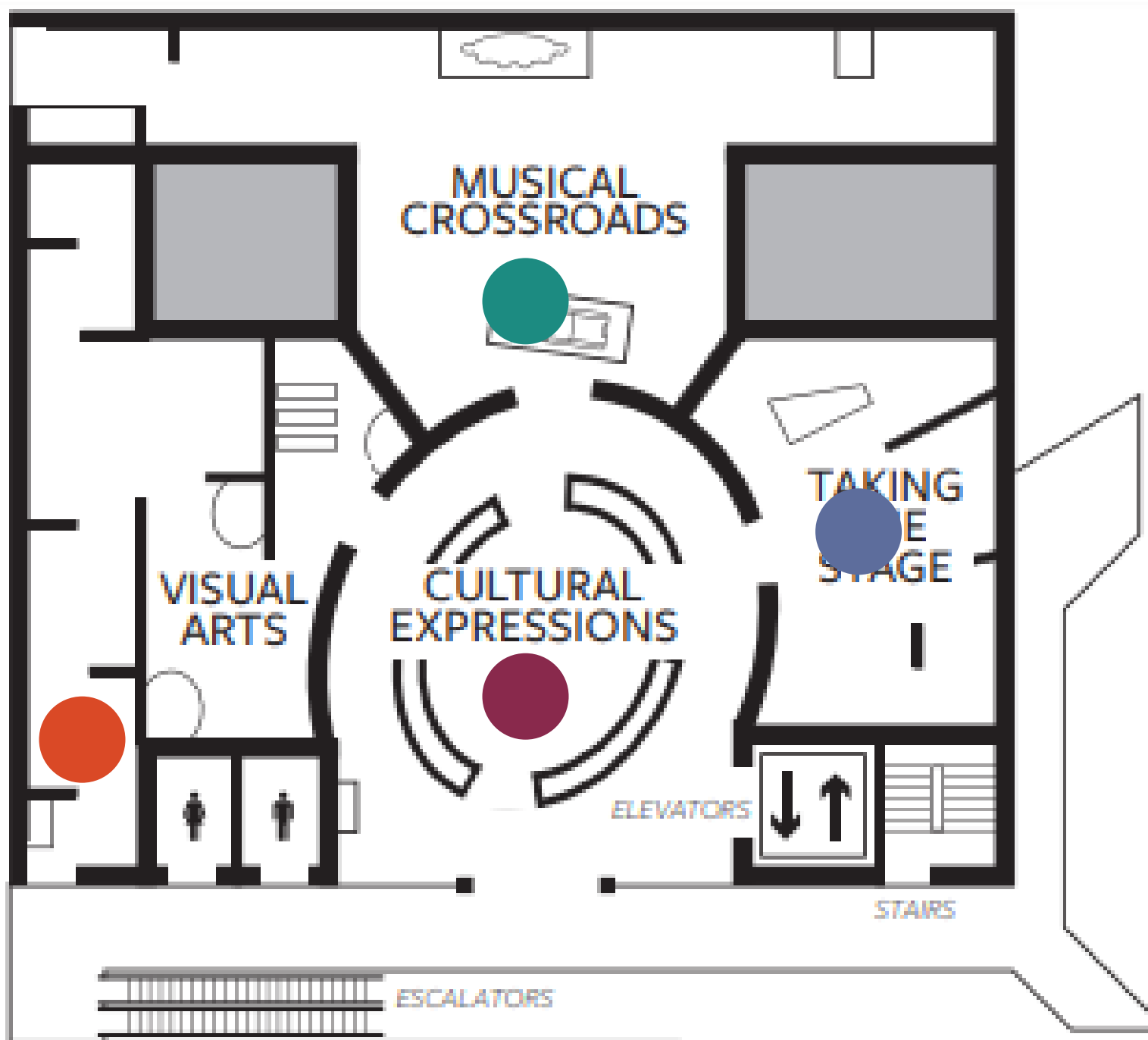
In this guide, you can find

- Overview of each activity
- Practice Skill – a learning goal of each activity
- prompt questions and tips – ask your student these questions to deepen their thinking
- Your Turn! - these questions are for you to answer

*Activities can be completed in any order.*

Need a pencil? You can ask for one at the Welcome Desk in Heritage Hall.

# Level Four (L4): The Culture Galleries



- *The Visual Arts and the American Experience*
- *Cultural Expressions*
- *Musical Crossroads*
- *Taking the Stage*



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# What Exhibitions Did I Visit? (p.3)

## Overview and Instructions

As your student(s) visit the exhibitions, they can check them off on a list. After the visit, your student(s) can return to this section and reflect on which exhibition, they enjoyed the most and why.

## Practice Skill

Use evidence to develop claims in response to compelling questions

## Prompt Questions

- Which person or event inspires you?
- What was one surprising fact you learned?
- Pick an exhibition. What are the strengths of this exhibition? What are the limitations?
- Share one or two suggestions that you believe could make the exhibition stronger.

## Your Turn!

Which of the four exhibitions did you find to be the most interesting? Why?

# Search the Galleries of the Dates of the Following Events (p.3)

## Overview and Instructions

Your student(s) will find and organize the dates of six events on a timeline.

## Practice Skill

Create and use a chronological sequence of related events to compare developments that happened at the same time

## Prompt Questions

- What does making a way out of no way mean?
- How do these events relate to the definition of community?
- How is community shown over time?
- Post-Visit: Choose one event. Do you believe that the historical person's action, group, or event was common for that decade or period?

## Your Turn!

- Did you know about these events?
- Which do you want to know more about?
- Do you have any personal or family connections to these events?

# Questioning Primary Sources (p.4)

## Overview and Instructions

Your student(s) will find a primary source, sketch it, and then answer a series of questions.

A **primary source** is anything created by the historical person or anything that existed or created during that time period. It can be an object (which is most often seen in museums), a document, photo, artwork, a piece of media.

## Practice Skill

Create and use a chronological sequence of related events to compare developments that happened at the same time

## Prompt questions

- How are you discovering the answers to the primary source questions?
- Post-Visit: Using the SI digital collections have your student(s) find two or three similar objects to their selected object and try to answer the primary source questions.

## Your Turn!

- What primary source would represent your family or classroom history?
- Choose an object in the exhibition and try your hand at the primary source questions!

# Sketch the Visual Arts! (p.5)

## Overview and Instructions

Go to the Visual Art and the American Experience exhibition. Your student(s) will find three primary sources and sketch them and write a short response.

Drawing, sketching, or doodling is a powerful method to use when learning information. Drawing allows students to process information in various ways helping to make connections which make it easier to memorize and recall information. (1) Drawing can improve a student's motor skills, ability to focus, and relax. (2) Drawing is an accessible activity a student or anyone can use at home or in the classroom!

## Practice Skill

**Close-looking at a primary source**

## Prompt Questions

- Find and sketch an artwork that appeals to you. Briefly explain why the art appeals to you.
- Sketch an image of one of the sculptures that appears in the gallery.
- Create art for this exhibition. Based on the theme of the exhibition, sketch an artwork that you would put into the exhibition. Remember to name your artwork!

## Your Turn!

- Choose an object that resonated with you. What details stood out to you?



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# Cause and Effect? (p.6)

## Overview and Instructions

Your student(s) will select a war and explain multiple causes and effects of events as well as developments in the past.

**Cause and effect** is how an individual, group, event or idea was caused or influenced by events that came before it, as well as what short-term and long-term effects that an individual, group, event, or idea had on what came after.

## Practice Skill

Use the historical thinking skill of cause and effect.

## Prompt Questions

- What were some of the social, economic, political factors that influenced the development of the music genre?
- How did this music genre impact the African American community or vice versa?

## Your Turn!

- Find another example of cause and effect to add to your student's list.
- Choose a music genre. How do you remember or what did you learn about that particular music genre?



# Making an Argument! (p.6)

## Overview and Instructions

Your student(s) will make an argument as to why they think a music genre was important in African American or music history.

## Practice Skill

Use evidence to develop a claim about the past.

## Prompt Questions

- How do the pieces of evidence give you information?

## Your Turn!

- How could you use any of the material you saw today in your current conversations about trends in modern music and new and upcoming artists?

# Place and Perspective (p.7)

## Overview and Instructions

Your student(s) will consider how the experiences and perspectives of persons of the African Diaspora were unique to a particular place and explain why that may have been.

## Practice Skill

Explain connections among historical contexts and people's perspectives at the time

## Prompt questions

- Choose three to six countries related to the African Diaspora. Write one interesting fact you found about each place.

## Your Turn!

- Name one place that has been important to your personal history. Why is it special?
- How do you remember a major event that happened there?
- How do you think your background impacts how you remember that event?

# Historical Sources as Evidence (p.8)

## Overview and Instructions

Your student(s) will answer the question of how does a primary source serve as historical evidence to help tell a narrative?

## Practice Skill

Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

## Prompt questions

- What information does the primary source give to tell the narrative?
- What questions still remain after you have learned about their source?

## Your Turn!

- Choose one of the five sections in the *Taking the Stage* exhibition. Choose one of the stories or a case in this section that is of interest to you.
- Consider the primary source objects on display chosen to help tell this story. Do you think the objects are enough or do you think there could be an object to help make this story or case stronger?

# **Learning Standards and Post-Visit Activities**

The educational underpinnings for the My NMAAHC Journal are based on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (C3 Framework). The basis of the activities is modeled for grades 3 to 5 but are easily adaptable to fully meet the standards advanced grades. Under each activity section, the standards for this activity and suggestions for adults to help advanced grades reach fully this standard with additional questions for their student(s) post-visit. These questions will require advanced grades to engage in outside research.

# What Exhibitions Did I Visit? (p.3)

**D3.4.3-5. Use evidence to develop claims in response to compelling questions.**

**D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.**

*Post-Visit:* Ask your student(s) to note the strength and limits of their favorite exhibition, and then give one or two suggestions they believe could make the exhibition stronger.

**D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.**

*Post-Visit:* Ask your student(s) to identify what they believe is the main message of their favorite exhibit and explain why. They are to evaluate the effectiveness of the exhibition's presentation of this message through primary sources and narratives. Lastly, the student(s) should give one or two suggestions they believe could make the exhibition stronger.

# **Search the Galleries of the Dates of the Following Events (p.3)**

**D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.**

**D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.**

*Post-Visit:* Ask your student(s) how each of these events relate to the definition of “culture”. Then ask them to compare how culture is represented throughout the different exhibitions.

**D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.**

*Post-Visit:* Ask your student(s) to choose on event and ask if they believe that the historical person’s action, group, or event was common for that decade or period. Next, ask how the historical person’s action, group, or event compared to similar events throughout African American and/or American history.

# Questioning Primary Sources (p.4)

**D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.**

**D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.**

*Post-Visit:* Using Smithsonian digital resources: The NMAAHC Collection, Smithsonian Learning Lab, and the SI Collections, have your student(s) find two or three similar objects to their selected object. Have them answer the analysis questions for each object. Then, compare that information with their original object. Have them identify how they could use two or three similar objects to help them better understand their original object.

# Questioning Primary Sources (p.4)

**D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.**

*Post-Visit:* Using Smithsonian digital resources: The NMAAHC Collection, Smithsonian Learning Lab, and the SI Collections, have your student(s) find two or three similar objects to their selected object. Have them answer the analysis questions for each object. Then, compare that information with their original object. Have them identify how they could use two or three similar objects to help them better understand their original object.

Lastly, have the student(s) make an argument as to why this collection of objects is useful in studying the time period the objects are from.



# **Sketch the Galleries! (p.5)**

**Drawing, sketching, or doodling is a powerful method to use when learning information.**

**Drawing asks a student to process information in various ways, therefore making more connections that make it easier for a student to memorize and recall information. (1) Drawing can improve a student's motor skills, ability to focus, and relax. (2) Drawing also does not require talent or extensive skill. It is an accessible activity a student or anyone can use at-home or in the classroom!**

**(1) Terada, Youki. "The Science of Drawing and Memory." Edutopia. Last modified March 19, 2019.**

**<https://www.edutopia.org/article/science-drawing-and-memory#:~:text=Inviting%20students%20to%20process%20and,can%20begin%20to%20think%20critically.>**

**(2) Rhattigan, Michael. "The Benefits of Coloring and Drawing." Scholastic. Last modified January, 15, 2016.**

**<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/benefits-coloring-and-drawing.html>**



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# Cause and Effect? (p.6)

**D2.His.14.3-5. Explain probable causes and effects of events and developments.**

**D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.**

*Post-Visit:* Ask your student(s) to craft a paragraph answering why they believe influenced their music genre happened and its impact on the African American community. Have them use evidence gathered in the exhibition and two or three primary or secondary resources from another Smithsonian unit (museum) or credible historical institution.

**D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past**

*Post-Visit:* Ask your student(s) to craft a paragraph answering why they believe influenced their music genre happened and its impact on the African American community. Have them use evidence gathered in the exhibition and two or three primary or secondary resources from another Smithsonian unit (museum) or credible historical institution.

Next, have them read, evaluate, and compare their argument to the author's argument from one to three secondary resources that speak on the topic.

# Making an Argument! (p.6)

**D2.His.16.3-5. Use evidence to develop a claim about the past.**

**D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.**

*Post-Visit:* Have your student(s) extend their argument by incorporating two or three secondary or primary resources on their chosen music genre or section of music history from another Smithsonian unit (museum) or other credible historical institution.

**D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.**

*Post-Visit:* Have your student(s) extend their argument by incorporating two or three secondary or primary resources on their chosen music genre or section of music history from another Smithsonian unit (museum) or other credible historical institution.

Next, have your student(s) read, evaluate, and compare their argument to the author's argument from one or two secondary credible resources that speak on the same music genre or section of music history.



# Place and Perspective (p.7)

**D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.**

**D2.His.5.6-8. Explain how and why perspectives of people have changed over time.**

*Post-Visit:* Have your student(s) explore the history of people of the African diaspora in their chosen place for a particular length of time (but no less than a decade). Did the time have any impact on the perspective of people of the African diaspora from what your student(s) initially wrote. Have them explain why this did or did not happen.

**D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.**

*Post-Visit:* Have your student(s) investigate the elements of daily life that give more context to the perspectives of persons of the African diaspora in their chosen place. For example, elements such as: political, economics, socio-cultural, environment, religion, other communities, health and medicine, etc... Have the students make connections between these elements of historical context and how they believe they influenced the perspective of persons of the African diaspora in their chosen place.



# Historical Sources as Evidence (p.8)

**PD2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.**

**D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.**

*Post-Visit:* Have your student(s) reconsider if the object serves as historical evidence to help the story now that some time has passed since your visit to the museum. Does time change how your student(s) consider the primary source as historical evidence? Does it hold up in their memory?

# Historical Sources as Evidence (p.8)

**D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.**

*Post-Visit:* Have your student(s) reconsider if the object serves as historical evidence to help the story now that some time has passed since your visit to the museum. Have them compare their chosen object with an object or objects available in the NMAAHC digital Collection.

(The digital collection be accessed at <https://nmaahc.si.edu/explore/collection>.) Have your student(s) consider if their chosen object is the strongest object available to tell the narrative or might have another object given stronger support of the told narrative. Have them explain their reasoning.

# Wrapping Things Up...

We hope you and your student(s) enjoyed their experience at NMAAHC. We encourage that you and your student continue to practice these skills throughout the museum, or any museums that you visit in the future to practice become a historian.

For more information about resources and programming for students and educators, please visit:

<https://nmaahc.si.edu/learn/educators/teaching-and-learning>

You can contact us at  
[NMAAHCEducation@si.edu](mailto:NMAAHCEducation@si.edu)

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<https://www.socialstudies.org/standards/c3>

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