



Smithsonian Education

EXHIBITION SAMPLE ITINERARY

- 1) *Teachers and Students arrive.* Materials and nametags are distributed (5 minutes)
- 2) *Ice Breaker and Welcome* (10 minutes)
- 3) *Walk through* Students will be directed to go through the exhibit and note objects and/or images that remind them of home, their family, or something they like to do. We will also ask them to write down at least one question about the exhibit (activity sheet will be provided for guidance).
- 4) *Welcome and Overview*
- 5) *Ups and Downs* (conducted with entire group)
Call out identity and interest markers and ask kids to stand up when they hear one that applies to them (e.g. male, female, born in D.C., immigrant, bilingual, Salvadoran, like hip hop music, like to dance, like to write, like to draw, live near a river, brother, sister, student, etc...)
- 6) *Opening Activity to Introduce/Review Exhibit Themes* (10 minutes)
Ask students to share questions
Review themes of exhibit
What does it mean to go to a place, meet the people, and then try and show their lives in an exhibit?
Why do you think it's important to do this?
- 7) *Small Group Work* (20 minutes)
Students will be divided into groups of 4-5 and assigned a "case study" and facilitator
 - Have students walk through their section
 - Have students examine the objects/texts/images and think about these questions
(students will have activity sheet to guide them)

8) *Guided Visualization*

- Have kids sit down, close their eyes and imagine what it might be like to live here
- Ask students to write words and/or draw images that come to mind
- Prompt students to think about their five senses. For example, "If you lived here and/or worked in this part of El Río, what would you see, smell, taste, touch from day-to-day? What sounds would you hear?"
- Let students know that they will be doing a sound activity and should think about a sound they might hear if they lived/worked in this part of the region. Instruct them to:
 - Sit in a circle (if they are not already seated),
 - Imagine what the place sounds like, Close their eyes, and Mimic it when you tap them on the shoulder. With everyone voicing their sounds as one, there should be a sense of how vibrant the place is.
- Have students write words and/or phrases that come to mind as they think about each sense.
- Using this brainstorm list, what do the exhibit themes mean to you?

9) *Reconvene Group for "Report-Outs"* from students (10 minutes)

10) *Curator Insights* (10 minutes)

11) *Closing question:* (10 minutes)

What do these ideas mean to you, present day, as young people living in your local area?

(Hopefully this will be the beginning of a discussion that teachers/educators will continue in their classrooms)

PRE AND POST-EXHIBIT VISIT (suggestions for educators)

Object/Image as Metaphors for our Lives

Homework: Bring an object or photo that means something to you and/or your family (that you would be willing to share)

Classroom Based Activity (day 1)

Descriptive and analytical activity related to object/image (e.g. pair interviews around object/image, descriptive list using all five senses)

Review concept of metaphor

Create poem or narrative using descriptions and metaphors

Relate the stories surrounding objects and images to museum based exhibits...we learn from reading books, watching movies, listening to music and the radio—we can also learn about people and places by analyzing the objects and images from a certain neighborhood, community, or region.

Classroom Based Activity (day 2)

Having read through exhibit catalog, explore themes (Traditional Knowledge, Cultural Identity, Sustainable Development) with students in DC context, then Rio Grande

Define terms (for students or with students)

Brainstorm what this means in the DC context

Choose one portion of catalog to focus on with students

Read Descriptive passage, explore quote