Smithsonian Latino Virtual Museum

Teacher Tool Kit

Print English Version Vol. 1

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Acknowledgements

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About the Smithsonian Latino Virtual Museum (LVM)

The Smithsonian Latino Virtual Museum
Learning in the 21st Century

The Smithsonian Latino Virtual Museum (LVM) *(http://latino.si.edu/LVM)* is a Transmedia hub for 2-D and 3-D collections, online games, simulations, virtual worlds and innovative programs in real-time, highlighting Smithsonian art and science collections. This virtual museum highlights the vast and rich collections, research and scholarship, exhibitions, and educational activities of the Smithsonian Institution as they relate to U.S. Latinos.

The Latino Virtual Gallery (LVG) is a component of LVM and offers opportunities to curators and artists who work with Smithsonian staff to develop, research, and design online exhibitions.

As a museum without walls online, LVM formulates a new paradigm accessible to all by a click or motion swipe of a screen allowing visitors to see, hear and interact in an engaging way. The possibilities for community creation are endless due to the inherit immersion of Transmedia technologies.

Because there is no dedicated physical space to showcase Latino collections from the permanent collections of the 19 Smithsonian museums, LVM, thus, provides the unprecedented opportunity to create a presence for Latino collections and resources from within a Transmedia museum model.

A major addition to our virtual museum is the new bilingual Teacher Training Tool kit that is now available online and via iTunes U. It includes animation shorts of Smithsonian projects, teacher training e-publications, immersion games, Web books and digital objects that apply 3-D augmented-reality technologies.

Generous support for this program provided by Target, an Education Sponsor of the Smithsonian Latino Virtual Museum.

How to Use Transmedia for Teaching and Learning

This Teacher Training Tool kit introduces Transmedia resources aligned with National Standards and Common Core standards that you can mix and match to augment your classroom curriculum.


Go to *https://vimeo.com/93524727* to watch the Teacher Tutorial

LVM Transmedia

1. Multiple platforms through which to reach students

2. Reach students through current technologies

3. Ability to mix and match various mediums for classroom customization

4. Digital cloud experiences as well as unplugged traditional mediums

5. Seriously amazing learning experiences for the classroom!
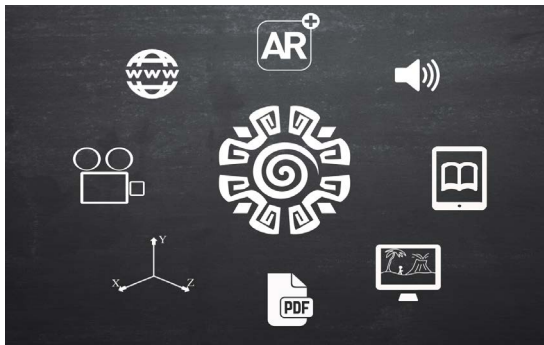
What is Transmedia?

Transmedia is a technique where information, a story or an event, is disseminated across different platforms using different technologies to be experienced by the end user.

Within the **LVM Teacher Training Tool kit** you will become familiar with six LVM Transmedia projects: *Eco Explorers*: Mi tierra, Mi mundo/ My Land My World, Cerámicas de los Ancestros, Latino Art Now, Ancient Peoples, Modern Migrations, *Eco Explorers*: Olmec, and Day of the Dead. Each of these projects contains a combination of interactive media components including: websites, video, audio, interactive PDFs, Augmented Reality (AR), 3D model viewers, 3D interactive immersive simulations, and e-Books.
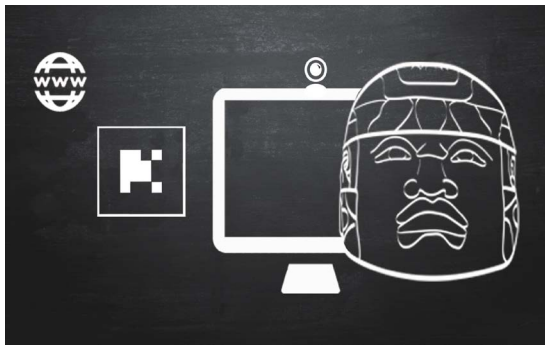
Types of Augmented Reality (both marker based):

Augmented Reality though a website

(found in the Olmec and Latino Art Now modules)

- Visit the URL in the Teacher Training Tool kit.
- Download the PDF markers.
- Visit the website, you must allow the site to use your web cam.
- Hold your marker up to the camera and out pops the 3D model on your computer screen.
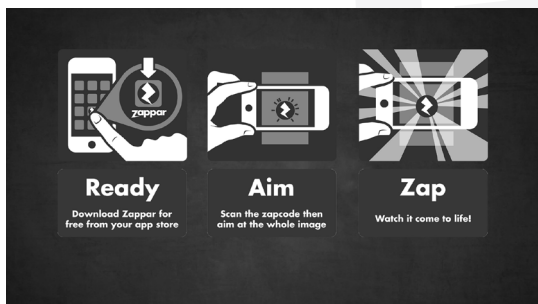
Augmented Reality though the Zappar App

- Download the Zappar App to your mobile device.
- Scan the Zapcode in the playing cards of this Teacher Training Tool kit with your mobile device and out pops out the 3D model on your screen.

Ready
Download Zappar for free from your app store

Aim
Scan the zapcode then aim at the whole image

Zap
Watch it come to life!

3D interactive simulations

Second Life Platform

(available for the Day of the Dead and Latino Art Now modules)

To access:

- Click on the Day of the Dead link on the website for Second Life.
- Create a free account and an avatar.
- Download the free Second Life browser.
- Login to your account and teleport to the LVM. Placita hosted in the University of Texas El Paso Second Life Island.

Unity

(available for the *Eco Explorers*: Mi tierra, Mi mundo/My Land, My World, Olmecs, Cerámicas de los Ancestros, and Ancient Peoples, Modern Migrations modules)

- Visit the website for specified module.
- Download the simulation for both Mac and PC platforms or play them online.

*For best experience download the simulation to your desktop. Please note, the Olmec simulation is only available online. Follow the instructions on how to move through the environments as well as interact with the characters and media.
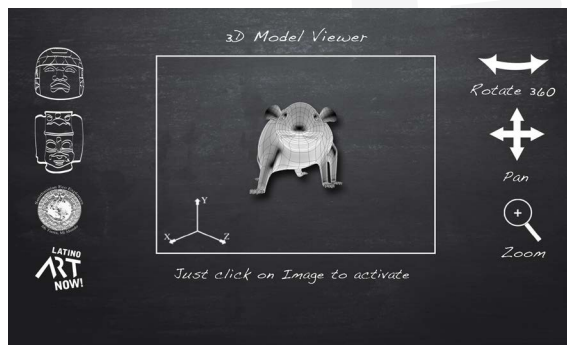
LVM 3D Model viewer

- Click on the 3D model to activate the 3D viewer
- Select your tool to rotate, zoom, and pan each model to investigate.

Latino Virtual Museum Education Goals

Prepare educators working with youth communities to motivate and engage Youth in STEAM careers through innovative teaching and learning strategies; to introduce technology-based simulations of real-world situations and culturally responsive experiences through role play exploratory game contexts leveraging immersive 3D technologies.

Provide educators working with youth communities access to culturally responsive teaching resources using innovative, engaging instructional methods that combine real world and virtual world experiences.

Audiences and Educational Settings

Places and spaces teachers and learners take up LVM Educational Teacher Training Tool kit:

- Formal Academic Settings (Pre-K-16)
    - Common Core Connections
- Out-of-School Time
    - Community organizations
    - Afterschool programs
    - Summer programs
- Online Learning Settings
    - Virtual Worlds
    - Immersive Environments
    - Massive Open Online Courses (MOOC)
    - Learning Management Systems (LMS)
    - Social Networking Sites
- Blended Learning Settings
    - Learning Management Systems (LMS)
    - Telematic real time classes/performances
    - Social Networking Sites
    - Video Conferencing

Teaching and Learning Tools:

The means by which LVM content is taught:

- Virtual Exhibitions (multimedia and 3D installations)

- Collections/Research (digital media repository (3D); oral histories)

- Curriculum Guides (ibooks, web3Dbooks, eBooks and interactive PDFs)

- 2-D /3-D Simulations and MUVES (games and virtual worlds)

- Animation Video Shorts (web and mobile outreach)

- Video Tutorials (animation video shorts for web and mobile outreach)

- Real/Virtual Outreach Activities (workshops, symposiums, festivals, concerts)

- ePublications (ibooks, web3Dbooks, eBooks and interactive PDFs)

Philosophical Underpinnings

Inherent in the LVM and its education activities and tools are particular understandings about how teachers engage children in learning and expand their understandings of the physical world, history, and language and visual arts.

- *Identity Connections*
    - Teaching children about Latino identities through museum exhibitions and collections.

- *Funds of Knowledge*
    - Drawing from bodies of information and ways of knowing that children & youth acquire from members of their social networks - their households, friends, community members and representatives of community institutions, to teach familiar and new concepts.

- *Constructivist/interpretivist & Situated theories of learning*
    - Activities & tools encourage children to learn content by creating, experimenting, and designing.

- *Critical Thinking*
    - Activities and tools pose real-world problems to children & youth and prompt them to learn content and concepts as they work to solve those problems.

- *21st Century Skills*
    - Activities and tools cultivate 21st Century Skills. The 21st Century Skills Model entails 3 realms: Life Skills and Career Skills, Learning and Innovation, Information, Media and Technology.

- *Career Pathways*
    - Activities teach children about traditional and non-traditional career pathways associated with museums, the sciences, and the arts.

Exhibition and Collection Anchors

Museum-based content underlies all LVM lessons and activities (beyond bricks and mortar)

- Smithsonian and Affiliate Exhibitions and Collections

- Smithsonian Latino Center virtual exhibitions, games and 3-D simulations

- Online resources

- Smithsonian cultural/educational programs (Education)

- LVM public/community user driven content (social media and virtual worlds)

- LVM Day of the Dead Online Festival and Community Programing (social media and virtual worlds)

- Community oral histories

Latino Virtual Museum Content Themes:

American Experience
- Day of Dead/Día de los Muertos
- Latino Art Now
- Ancient Peoples, Modern Migrations (APMM)

Sustaining a Bio Diverse Planet
- Smithsonian Eco Explorers: *Mi Tierra, Mi Mundo/My Land, My World*

World Cultures
- Smithsonian Eco Explorers: *Investigating My Scientist Ancestors: Olmecs*
- Smithsonian Eco Explorers: *Cerámica de los Ancestros: Central America's Past Revealed. Interpreting Culture through Ceramics*

Smithsonian Latino Center

¡CHEQUEA ESTO!

SMITHSONIAN LATINO VIRTUAL MUSEUM

Supported by ⊙

¡Chequea Esto!
Animated Shorts

The Smithsonian Latino Virtual Museum (LVM) presents *¡Chequea Esto!*, a series of animated shorts that focus on current topics relevant to Latino Youth. The animated shorts are available for mobile devices.

¡Chequea Esto! (http://latino.si.edu/LVM/Chequeaesto/Chequeaesto)
Learn about STEM careers through the adventures of Ana and Teresa as they highlight the geological sciences and the work of Dr. Liz Cottrell, Geologist from the Smithsonian Museum of Natural History. Featured digital collections and scholarship courtesy of the Smithsonian Latino Center. Dr. Cottrell oral history courtesy of the Smithsonian Museum of Natural History.

Día de Los Muertos/Day of the Dead (http://latino.si.edu/LVM/Chequeaesto/Florentina)
Learn about the tradition and cultural practice for honoring our ancestors through the animated stories from a rumbustious teenager named Florentina and her encounters with her wise Abuelita. Featured digital collections and scholarship courtesy of the Smithsonian Latino Center.

Latino Art Now (http://latino.si.edu/LVM/Chequeaesto/LatinoArtNow)
Learn about important contributions in American Art through featured artist oral histories. Join Santana and Fernando as they create their own car sculptures through the inspirational work of Chicano Artist Gilbert 'Magu' Lujan. Oral history courtesy of Barefoot Productions. Featured digital collections and scholarship courtesy of the Smithsonian Latino Center.

Ancient Peoples, Modern Migrations (http://latino.si.edu/LVM/Chequeaesto/APMM)
Come explore the town of Maya USA with Isabel and Mia! Learn about a Mayan community in present day Florida, the ways they maintain traditions as they navigate life in a modern world. Featured oral histories, and content collections courtesy of the Smithsonian Museum of American Indian. Curriculum and 3D installation courtesy of the Smithsonian Latino Center.

Eco Explorers Series: *Mi Tierra, Mi Mundo/My Land, My World* (http://latino.si.edu/LVM/Chequeaesto/EcoExplorers)
Explore Our Land, Our World through the concept of a watershed. Join Smithsonian Eco Explorer Luis Domínguez as he meets up with Smithsonian Science Educators, Smithsonian Latino Young Ambassadors, and the University of Texas at El Paso to learn more about the Chesapeake Bay and Rio Bravo Watersheds and the different career paths associated with the environmental sciences and the museum field. Featured digital collections and 3D simulations courtesy of the Smithsonian Latino Center and the University of Texas at El Paso. Featured oral histories, and content collections courtesy of the Smithsonian Environmental Research Center and the University of Texas at El Paso.

Eco Explorers Series: Olmecs/Cerámica de los Ancestros (http://latino.si.edu/LVM/Chequeaesto/CeramicsOlmec)
Join Smithsonian Eco Explorer Mia Gómez as she Investigates Pre-Columbian indigenous cultures through the lens of Smithsonian Archeology and Anthropology collections and scholarship, courtesy of the Smithsonian Museum of Natural History and the Smithsonian Museum of American Indian. Featured digital collections and 3D simulations courtesy of the Smithsonian Latino Center.

Educational Activities and Lesson Plans
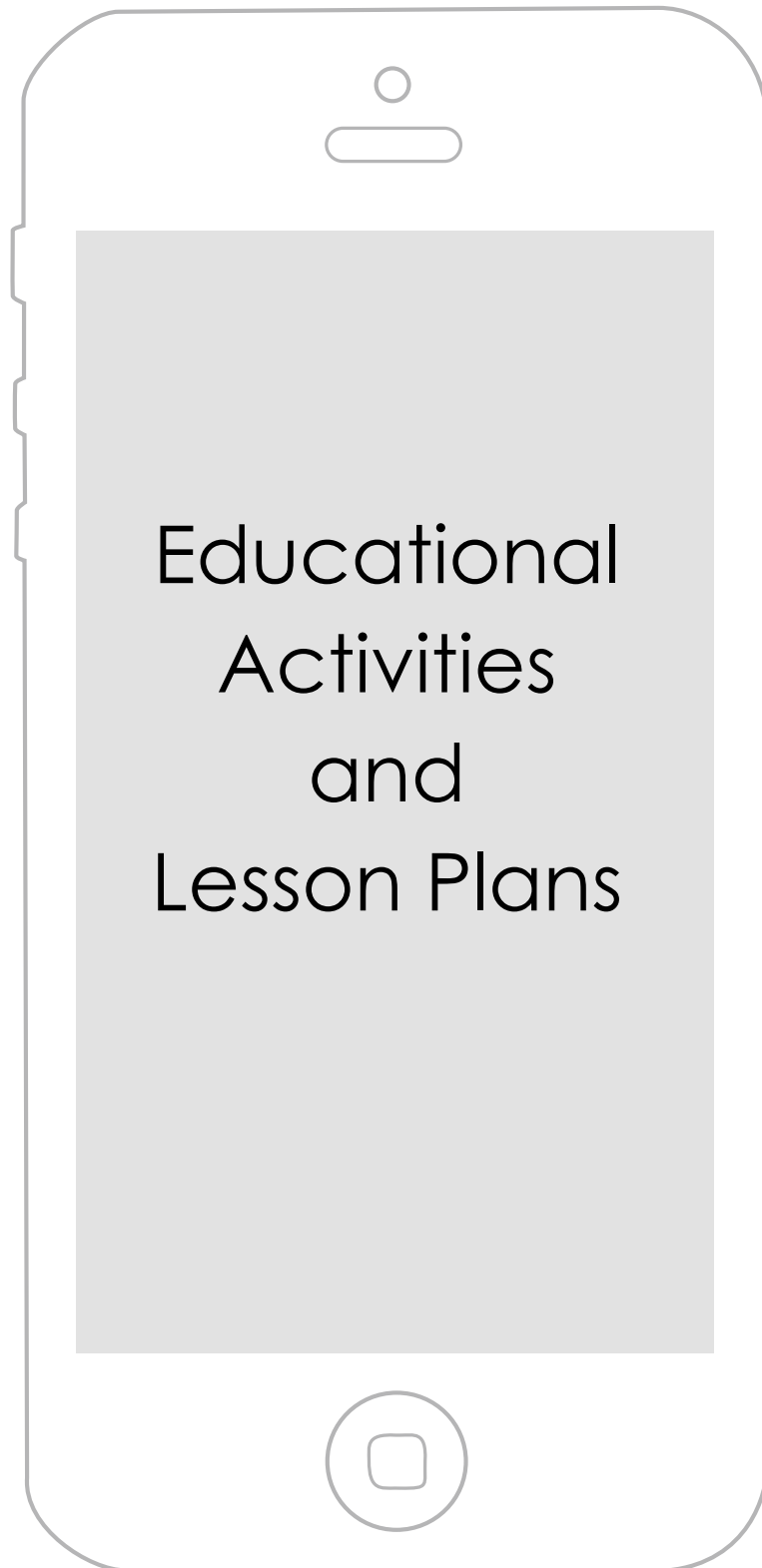
Day of the Dead
Día de los Muertos

Honoring
Our
Ancestors
through
Community
Celebration

Technical notes for *Day of the Dead/ Día de Los Muertos* Module

Second Life

- Create free account and avatar on *www.secondlife.com.*
- Please note -the Second Life Linden Lab Terms of Service regarding age restrictions for various simulations. The LVM site on UTEP Sim is a moderate rating.
- Once Second Life avatar has been created, download the Second Life browser from the website for your computer's operating system, Mac OS or Windows.
- Open the browser and log in with your avatar name and password.
- Once inside Second Life teleport to UTEP Miners 1 Sim.

      Time   20 minutes to create avatar and download browser
            60 minutes minimum to explore the LVM Placita area

      Technical requirements
            Internet access, (DSL will not be fast enough)
            Headset with microphone

Augmented Reality

- Download Zappar App for iOS or Android mobile devices.
- Open Zappar App on your mobile device.
- Hold device camera over the Augmented Reality playing card in this Teacher Training Tool kit.
- Scan the Zapcode then aim at the whole image
- There will be a few seconds while the file loads and out pops the 3D object on your device.

      Time   5 minutes to download Zappar App
            1 minute to scan card and see 3D object

      Technical requirements
            Internet access
            Mobile device

Smithsonian LVM INTERACTIVE!

SmithsonianLVM.tumblr.com

The Smithsonian Latino Virtual Museum (LVM) is a cross-platform immersive education initiative based on bilingual mixed media experiences created to enhance visitor's knowledge, understanding and appreciation of Latino Cultural Heritage through innovative and engaging online experiences. The Smithsonian LVM Interactive is also equipped to collect data about our visitors so that we learn more about our audience, content, and digital archives.

Smithsonian LVM Official Social Media Channels

@Smithsonian_LVM Twitter - #LatinoVirtualMuseum, Blog Updates & Real-Time Information
Follow @Smithsonian_LVM on Twitter for updates on all things #LatinoVirtualMuseum. This LVM backchannel features content from our Tumblr blogs, images shared on Instagram, discussions on Facebook, and new tracks from our SoundCloud playlists.

@Smithsonian_LVM Instagram - #LVMcelebración
- Step 1: Follow @Smithsonian_Lvm on Instagram.
- Step 2: Share your real-time celebrations of Latino Cultural Holidays using the hashtag #LVMcelebración.
- Step 3: Like our photos and share them with your friends.

Smithsonian LVM Facebook Page - General School News, Updates, and Community
Visit our Facebook Page to connect with our extend community of artists, educators, writers, and innovative culturalists to share discussions, find information about featured artists, and share top content of the week from the Smithsonian LVM Tumblr blog and @Smithsonian_LVM Instagram.

Smithsonian LVM Tumblr - #MYLATINOSTORY Submissions
Share your cultural traditions, holiday celebrations, and stories of experience within Latino and Afro-Latino cultural heritage on our blog for the #MYLatinoStory project. Along with the stories you share we'll feature stories from popular Latin Jazz and Salsa musicians from Fania Records *www.fania.com*.

Flickr - Smithsonian LVM Digital Image Archive

The Smithsonian LVM Flickr channel archives content originally created on the @Smithsonian_LVM Instagram channel, and is a great way for our community to submit and share images, as well as discover images related to our educational resources.

Share Your Photos
- Step 1: Get a Free Flickr account.
- Step 2: Upload photos of Latino cultural celebrations, holiday traditions, and family rituals and use the tag #MyLatinoStory. Add stories or captions to add meaning to your images.
- Step 3: Share your photos to our #MyLatinoStory Flickr Photo Group *(https://www.flickr.com/groups/2620459%40N21/).*

Smithsonian LVM SoundCloud

The Smithsonian LVM SoundCloud Channel features curated playlists, exclusive artist interviews, and music recordings found inworld at Sin Fronteras Cafe in La Placita, located in SecondLife. The #MyLatinoStory Group is a great way for our audience to share oral histories that preserve Latino culture and heritage.

Share Your Stories & Sounds!
- Step 1: Create a free SoundCloud account and upload your music, audio narratives, and oral histories.
- Step 2: Follow Smithsonian LVM *(https://soundcloud.com/smithsonian_lvm)* on SoundCloud for updates to our playlists and opportunities to share your content.
- Step 3: Like, repost, or leave comments on our tracks.
- Step 4: Share your tracks *(https://soundcloud.com/smithsonian_lvm/sets/mylatinostory)* on our #MyLatinoStory SoundCloud Group to by clicking the "Add to group" button underneath your individual track's waveform.
- Step 5: Share our tracks and playlists with your social networks, or embed our track and playlists on your website or blog.

The American Experience

Title: Day of Dead/Día de los Muertos: Honoring Our Ancestors through Community Celebration

Description:

In this activity youth will experience Day of Dead/Día de los Muertos through the LVM Transmedia resources and then delve into their own family histories. Their culminating event will include a classroom installation that reflects what they learned about Day of Dead/Día de los Muertos and their family histories using LVM Transmedia resources. Students will document their installation visually through mixed media such as photos, sound, and video recordings and then post their content to the LVM's signature Day of Dead/Día de los Muertos Tumblr blog *(http://lvmdayofdead.tumblr.com/)* and LVM Instragram *(https://instagram.com/smithsonian_lvm)*.

Target Audience:

- Traditional school setting, community based organization/non-profit organization, afterschool program.
- Grades 6-12.

Learning Goals for Students:

- Understand the history, context, and practices of Day of Dead/Día de los Muertos in Mexican and Chicano communities around the world through LVM Day of Dead/Día de los Muertos Transmedia resources.
- Learn interviewing skills.
- Learn about the history of one's own family by interviewing elders and other family members about elders from past generations.
- Make connections between one's own family traditions and the traditions surrounding Day of Dead/Día de los Muertos.

Intended Outcomes:

- Students will recount several narratives about ancestors in their own families.
- Students will describe their family traditions, if applicable, related to maintaining family history and the memory of loved ones who have passed away.
- Students will make connections between their family traditions and the practices and objects they learned about in the LVM Transmedia resources.
- Students will position their own work as sources of knowledge for other students by posting their findings and final installation/celebration photographs and recording on the LVM blog.

Teacher Resources:

- Review Day of Dead/Día de los Muertos iBook *(https://itunes.apple.com/us/book/dia-de-los-muertos/id930169569?mt=11)* as background primer information.
- Watch Day of Dead/Día de los Muertos event highlights *(http://lvminteractive.org/VIDEO/) DOD2011HIGHLIGHTSFULL.mov)* to better understand Transmedia connections.
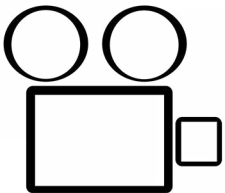
The meaning of the Altar by Griselda Flores
Go to *http://vimeo.com/93523168* for video

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

Resource	Description
LVM Day of Dead/Día de los Muertos *(http://latino.si.edu/LVM/DayOfTheDead)* website	Signature festival microsite with resources
LVM Ofrenda/Altar Demos *(http://lvminteractive.org/VIDEO/LEARNINGALTAR.mov)* (video)	Day of the Dead 101 Altar learning demo
LVM oral histories on Day of Dead/Día de los Muertos	Featured interview with Jamie Quintero *(http://lvminteractive.org/VIDEO/Oral%20History%20I.mov)* Featured interview with Artist Carlos Villez *(http://lvminteractive.org/VIDEO/Oral%20History%20III.mov)*
Augmented Reality LVM Ofrenda/Altar	Featured in this Teacher Training Tool kit
LVM's Theater of the Dead *(http://latino.si.edu/DayoftheDead/)* website	Featured LVM multimedia website about Day of the Dead with lesson plans, resources and build your own altar interactive
LVM Ofrenda/Altar building kit in Second Life It is free to participate in LVM Día de los Muertos you just need an avatar account *(https://join.secondlife.com/?lang=en-US)* and download SL client *(http://secondlife.com/support/downloads/),* and then go directly to our Smithsonian LVM - UTEP Placita, UTEP Miners1 *(http://maps.secondlife.com/secondlife/UTEP%20Miners%201/79/179/26)* where our festival and special Day of the Dead collections are hosted.	Day of the Dead/Dia de los Muertos 3D experience in Second Life, an avatar based virtual world, using the Smithsonian Latino Virtual Museum (LVM) digital collections illustrating customs and beliefs varying from ancient Mesoamerica to those currently practiced in today's Latino culture.
Day of Dead/Día de los Muertos Festival Teaser (video animation)*(https://vimeo.com/109020829)*	Animated video short promoting annual LVM Day of the Dead festival
¡Chequea Esto!/Check this Out! Day of the Dead /Día de los Muertos Animation Short *(http://latino.si.edu/LVM/Chequeaesto/Florentina)*	Animation short on Day of Dead/Día de los Muertos celebration
LVM Dead Poets and Open Mic Events See archived videos *(http://lvminteractive.org/VIDEO/literary.mov)*	LVM Second Life: In the Sin Fronteras Café, special events offer student a virtual space to create their own content and perform in real-time virtual space. For social media, we offer platforms for students to create their own poem and/or digital story.
Day of the Dead festival event highlights *(http://lvminteractive.org/VIDEO/DOD2011HIGHLIGHTSFULL.mov)*	This video archive provides a festival overview of annual events, programing and featured guests such as Francisco X. Alarcón, Melissa Carrillo, Elena Díaz Bjorkquist, Stacey Fox, Amit Ghosh, Nancy Lorenza Green, Cesar Ivan, Emily Key, Radio La Chusma, Maria Miranda Maloney, Juan Manuel Portillo, Iréne Lara Silva and Moises SI.I. Silva.
Artist Cesar Ivan's Teatro de la Calaca *(http://www.ustream.tv/recorded/10598244)* presented by Mouthfeel Press.	
Day of Dead/Día de los Muertos Gallery on Instagram *(http://instagram.com/smithsonian_lvm)*	User generated content illustrating painted faces in honor of Day of Dead/Día de los Muertos.

Resource	Description
Artist Cesar Ivan's Teatro de la Calaca in LVM Second Life http://maps.secondlife.com/secondlife/UTEP%20Miners%201/79/179/26	A 3D installation and experience in Second Life
LVM's Hollywood Forever (http://www.lvminteractive.org/Hollywood_Forever/index.html) Online Image and Video Gallery	This website archive features LVM out in the L.A. community for Day of the Dead capturing oral histories, live performances and images documenting the celebration at the historic Hollywood Forever Cemetery.

Activities

Preparation: Learning about Day of Dead/Día de los Muertos (90 minutes total)

- Experience the LVM Community Altar *(http://maps.secondlife.com/secondlife/UTEP%20Miners%201/79/179/26)* in Second Life and the Theater of the Dead *(http://latino.si.edu/DayoftheDead/)* 2-D experience. Guiding questions: (Allow students a minimum of 30 minutes to navigate the LVM Placita in Second Life).
    - What objects, images and texts do you see in the exhibition?
    - What is the meaning of Day of Dead/Día de los Muertos in Mexican and Chicano communities?
    - Create your own altar in the Theater of the Dead in order to prepare for creating your classroom altar
- Read through LVM Day of Dead/Día de los Muertos iBook (20 minutes).
    - Who/what are some of the iconic figures associated with Day of Dead/Día de los Muertos?
    - What significance do they have in Mexican and Chicano communities?
- Jot down observations and questions (20 minutes).
- Free-write reactions and questions to your immersive experience (20 minutes).

Family Interviews (Total 2 1/2 hours over 2 days)

- Refer students to LVM oral histories on Day of Dead/Día de los Muertos to learn about this tradition. Ask them to pay close attention to the meanings (of the day & of their loved ones) expressed by interviewees and the ways interviewers frame their questions (30 minutes).
- Have student create lists of family members they would like to interview (15 minutes).
- Ask students to create family trees to the best of their abilities (they will refer to these in their interviews).
- Have students develop interview questions based on these lists.
- Homework: Conduct interviews with family members and record them (with permission) and/or take detailed notes and photos.

Poems to Honor a Loved One (Total 80 minutes)

- Based on the interviews, ask students to develop a poem in honor of their family member (60 minutes).
- Refer students to audio and video/animation clips from 2014 Day of Dead/Día de los Muertos Festival for inspiration and context (20 minutes).

La Llorona: Writing Family Fables (12 hours or (8) 1-1/2 hour sessions)

Have students:

- Experience La Llorona interactive *(http://lvmdayofdead.tumblr.com)*(30 minutes). t
- Read La Llorona article LVM Day of Dead/Día de los Muertos iBook *(http://www.lvminteractive.org/ibook/LVMDODIBOOK.ibooks)* (p.16) (30 minutes).
- Write your own fable inspired by the journey of an ancestor (2-3 hours).
- Develop their own digital story based on their own narrative, pictures, and drawings. See: *http://storycenter.org/* for example on students' digital stories.

STUDENT GROUP INTERACTIVITIES

Instructions for Teachers

### Transmedia connections (90 minutes)

- At the conclusion of the altar installation event, work with a small group of the students to post selected images, video, and sound excerpts to the LVM Day of Dead/Día de los Muertos Tumblr blog *(http://lvmdayofdead.tumblr.com/)* and iTunes University LVM Day of the Dead course resources.
- In this way, the students' work will become a resource for other teachers and students who log onto the site.

Creating a Classroom Altar

- Inspired by students' family interviews and the Create Your Own Altar activity in Theater of the Dead *(http://latino.si.edu/DayoftheDead/)*, ask them to select or create 1-2 objects or images that symbolize each person the student learned about in their interviews.
- Work with the students to set up their classroom altar.
- As each student places their objects and images on the altar, ask them to explain the symbolism of their pieces and something they learned about their relative.

Culminating activity: (6 1/2 hours)

- Set up outreach team comprised of 4-5 students.
  - Team will develop invitations for family and community members and devise a plan for reaching out to as many potential audience members as possible (1 hour).
- Classroom Celebration: Celebration that depicts quotes from family histories of the students and honors ancestors who have passed away. Students present the classroom altar and share poems inspired by *La Llorona* (4 - 5 hours for installation).
- Documenting the celebration: Ask 2-3 students to serve as recorders of the classroom installation/celebration. For example, one student could serve as a videographer, another as a photographer, and another student could audio – record the event (60 - 90 minutes).
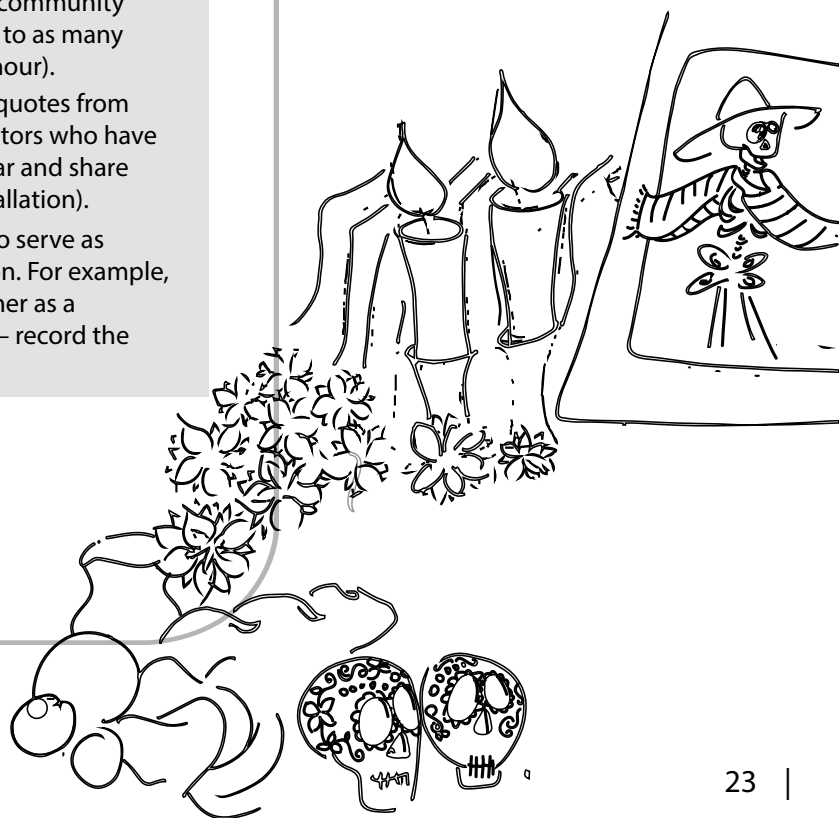
21st Century Skills Connections:

- *Life Skills and Career Skills*

  The skills that will be targeted for development in this area are:
  - Flexibility and Adaptability
  - Initiative and Self Direction
  - Social and Cross-Cultural
  - Productivity and Accountability
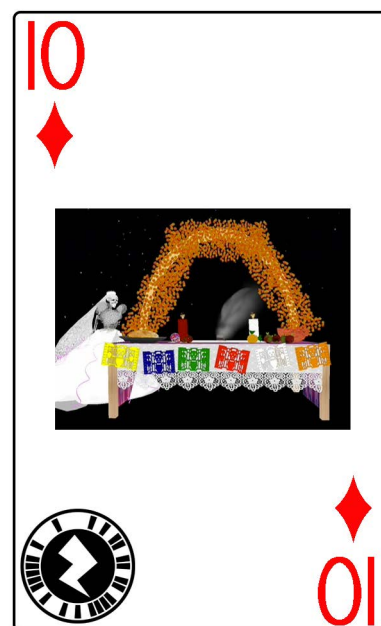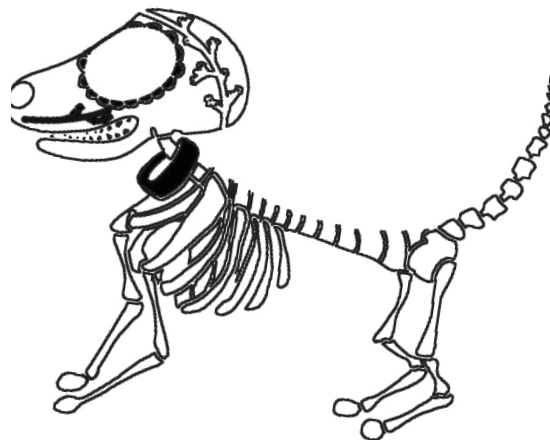 - Leadership and Responsibility
- *Learning and Innovation*

  The skills that will be targeted for development in this area are:
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration

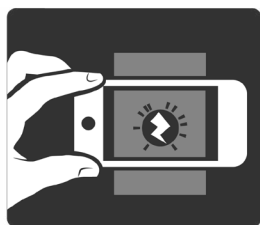### 11th & 12th Grade Common Core Standards –Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 *(http://www.corestandards. org/ELA-Literacy/RH/11-12/7)* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 *(http://www.corestandards. org/ELA-Literacy/RH/11-12/9)* Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
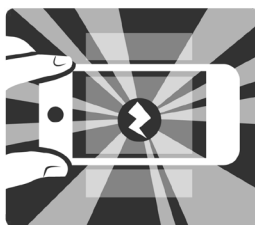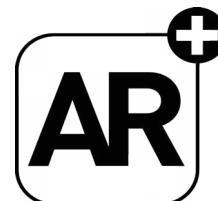
Ready
Download Zappar for free from your app store

Aim
Scan the zapcode then aim at the whole image

Zap
Watch it come to life!

LATINO ART NOW!

Technical notes for *Latino Art Now* module

Augmented Reality
- Visit Augmented Reality link provided in this Teacher Training Tool kit.
- Download the PDF Marker and print it out.
- Allow website to use your webcam.
- Hold PDF marker up to webcam. Keep it steady.
- There will be a few seconds while the file loads and out pops the 3D object on your computer.

Time 5 minutes to download PDF Marker and print it out
1 minute to scan card and see 3D object

Technical requirements
Internet access
Webcam and computer

Smithsonian LVM INTERACTIVE!

SmithsonianLVM.tumblr.com

The Smithsonian Latino Virtual Museum (LVM) is a cross-platform immersive education initiative based on bilingual mixed media experiences created to enhance visitor's knowledge, understanding and appreciation of Latino Cultural Heritage through innovative and engaging online experiences. The Smithsonian LVM Interactive is also equipped to collect data about our visitors so that we learn more about our audience, content, and digital archives.

Smithsonian LVM Official Social Media Channels

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Smithsonian LVM Tumblr - #MYLATINOSTORY Submissions
Share your cultural traditions, holiday celebrations, and stories of experience within Latino and Afro-Latino cultural heritage on our blog for the #MYLatinoStory project. Along with the stories you share we'll feature stories from popular Latin Jazz and Salsa musicians from Fania Records *www.fania.com*.

The American Experience

Title: LATINO ART (NOW)

Description:

In this lesson, students will call upon visual literacy strategies as they study the piece, Heirs Come to Pass *(http://s.si.edu/1P6LmPM)*, created by Martina López. Students can also experience this piece in 3D via Augmented Reality *(http://lvminteractive.org/AR/ LOPEZAR/src/LOPEZAR.html)* and have the chance to study the piece in greater depth. Students will also learn about the artist. As a culminating activity, the class will create an exhibition of collages representing their own families through symbols and landscape imagery. Students will post video reflections and interviews about the experience on the LVM Tumblr blog *(http:// smithsonianlvm.tumblr.com/)* and LVM Instragram *(http://instagram.com/smithsonian_lvm#).*

Target Audience:

High School Students.

Learning Goals for Students:

- Understand the context of López' Heirs Come to Pass collage.
- Learn about the artist and elements of her style.
- Represent their own families through symbolic imagery and phrases.
- Compare and contrast López' collage with students' collages.
- Cultivate a virtual discussion about their art work by posting sample pieces and video reflection on the LVM site.

Intended Outcomes:

- Students will discuss key elements of López' Heirs Come to Pass collage.
- Students will describe López' influences as an artist and other aspects of her artist statement and life story.
- Students will represent their own families through symbolic imagery and phrases.
- Students will develop an online presence for their work by posting examples along with excerpts from their videos of the experience of studying the artist and creating their own projects.

Teacher Resources:

Watch the following webcast to learn more about the artist from her own perspective as well as the context of her work.

Resource	Description
Intersections/ Intersecciones Webcast *(http:// americanart.si.edu/multimedia/webcasts/ archive/2010/intersections/)* Or *http://americanart.si.edu/multimedia/webcasts/ archive/2010/intersections/*	Artists Kathy Vargas, María Martínez-Cañas, and Martina López discuss the intersection of Latino culture and gender identity in their work. Moderated by Muriel Hasbun, associate chair and associate professor of fine art photography at the Corcoran College of Art + Design.

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

Resource	Description
LVM 3D Augmented Reality *(http://lvminteractive.org/ ar.html)*	Smithsonian objects in the palm of your hands!
Explore murals *(http://lvminteractive.org/AR/CARRILLOAR/ src/CARRILLOAR.html)* using Augmented Reality *(http:// lvminteractive.org/AR/CARRILLOAR/src/CARRILLOAR.html)*	LVM explores the mural work of Eduardo Carrillo.

Activities

Preparation: Learning about Latino Art through the lens of Augmented Reality (4 hours)

- Ask students to bring up Heirs Come to Pass using LVM version in Augmented Reality *(http://lvminteractive.org/AR/ LOPEZAR/src/LOPEZAR.html)*. Viewing this art work as a 3 dimensional piece will allow students to see the texture and detail of the artist's collage (45 minutes).
- Engage in a visual analysis of Heirs Come to Pass. For example ask them to write responses to the following questions (or pick and choose questions to align with the goals for your class):
    - What do you see in López' collage? Be very specific.
    - What objects do you see depicted within the art work?
    - What people do you see in her piece?
    - What do you think the various objects and people symbolize for López?
    - Check out the depth (Z axis) of character placement - What significance does the depth placement of the characters suggest?
    - Now check out the horizontal placement (X plane) - Do you read the characters from left to right as if in a timeline? Or does your eye follow the characters up and down? Vertical Plane (Y axis).
    - What role might the river in the scene play? Does the river and its tributaries act as a style of family tree? Does the river and the land (environment) have some significance in the painter's family history?
    - How do changes in our environment affect our families over the generations?
    - What do you think the silhouettes might represent or provide? For example, do they represent: cultural atmosphere, a childhood memory, or perhaps a family event or profession?

Considering Basic Design Elements

- Ask students to also consider the elements of art within the piece:
    - Line - A point moving in space. Line can vary in width, length, curvature, color, or direction.
    - Color - The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.
    - Shape/Form - A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.
    - Texture - The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
    - Value - Lightness or darkness of a hue or neutral color. A value scale shows the range of values from black to white.
    - Space - The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them[1].

Telling Your Story

- Ask students to imagine a memory from their own family story (10 minutes).
- Set a timer. Give students 5 minutes to write down as many details about their memory as possible. Ask them to write down the details as a series of single words and/or phrases that describe the visual image of the memory from their mind's eye. You could lead them through the visualization by asking them to close their eyes and then prompt them with questions such as:
    - What objects do you see?
    - What are the prominent colors in your vision?
    - Who's there? Is there anyone significant who is absent?
    - What do you feel? What is the temperature? How is the air (e.g. still or windy)
    - What's happening in your memory?
    - Who's speaking? What are they saying? Is anyone silent? What are they thinking?

Create a Collage

- Using their list as a guide, have students create a collage (using their own drawings, words, and images cut from magazines) to represent their family memory (2 - 3 hours).

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1 Excerpted from: *http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html*

## STUDENT GROUP INTERACTIVITIES

Instructions for Teachers

Transmedia connections (5 1/2 hours)

- Ask students to post their, "Making of a Family Memory Exhibition" video and/or excerpts of the student-artists' interviews to the LVM social media sites (e.g. LVM Face Book page, Tumblr, LVM Blog) (3 hours).
- Post the students collages on Tumblr.
- Create a short stop motion animation using collage pieces and post on the LVM Ustream (2 hours).
- Do a live performance of the collage pieces with students narrating and stream it to the LVM Ustream (20 minutes).

Culminating activity: Classroom exhibition & Interview the Artists video (3 hours)

- Ask students to set up their final pieces as displays through out the classroom (2 hours).
- Ask one student to serve as a videographer and another to be an interviewer. As the student video tapes the exhibition process, his/her partner will ask their peers questions (5 minute per interview).
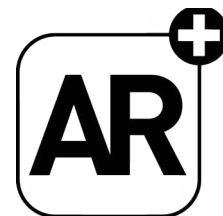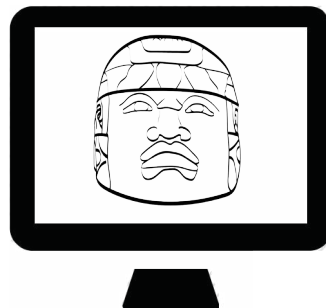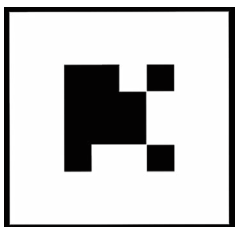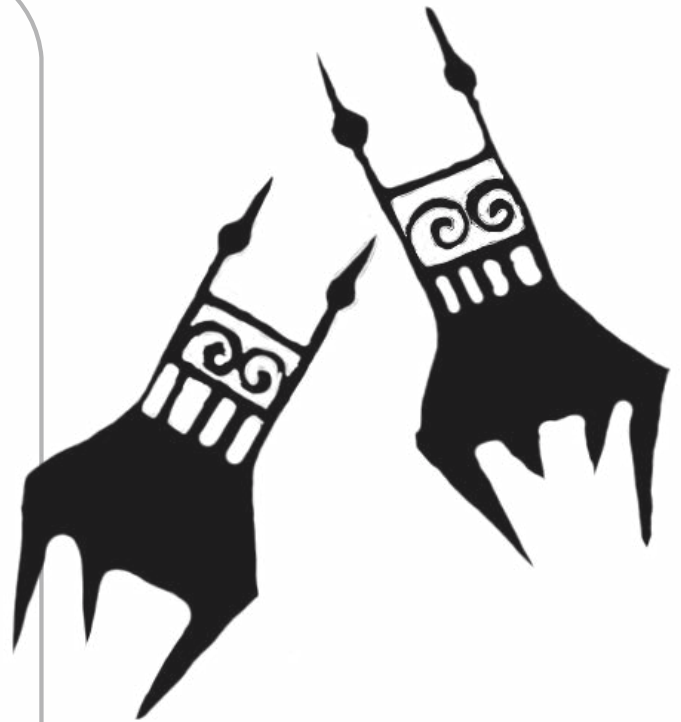
21st Century Skills Connections:

- *Life Skills and Career Skills*

  The skills that will be targeted for development in this area are:
  - Initiative and Self Direction
  - Social and Cross-Cultural
  - Productivity and Accountability
- *Learning and Innovation*

  The skills that will be targeted for development in this area are:
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration

National Visual Arts Standards[2]

*3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas*

Achievement Standard, Proficient - Students:

A. Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

B. Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life (23).

6. Content Standard: Making connections between visual arts and other disciplines.

Achievement Standard, Proficient-Students:

A. Compare the materials, *technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

B. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

C. Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences.
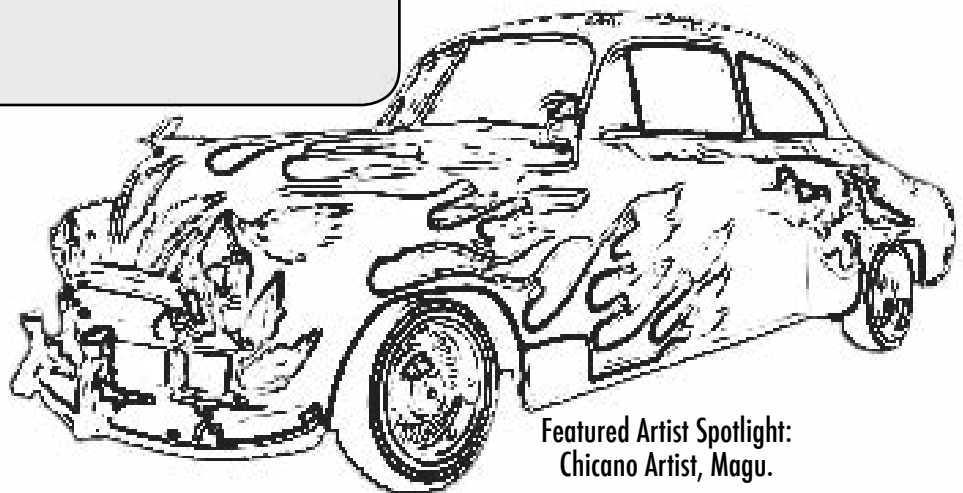
Featured Artist Spotlight:
Chicano Artist, Magu.

To view animated short visit
http://latino.si.edu/LVM/Chequeaesto/LatinoArtNow

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2 National Art Education Association

Technical notes for *Ancient Peoples, Modern Migrations* module

Unity 3D Interactive Immersive Simulation

- Navigate to the 3D simulation microsite listed in resources.
- Download the Zip file for your operating system, Mac OS or Windows.
- Un-zip file on your computer.
- You may also need to download free unity player; however, you will be prompted with a link if this is needed.

Open the APMM app on your desktop and follow the instructions screen.

Time Download times will vary for simulation. Please be advised that this is a high end graphics simulation so file size is large. Download time will vary depending on your internet connection. We advise teachers to download the app once and put on a thumbdrive to load onto student computers. Do not try to use the simulation off a thumbdrive. Load onto desktop from thumbdrive for fastest performance.

Technical requirements

Internet connection

Headphones

2 button mouse with scroll or zoom capabilities strongly suggested

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Understanding World Cultures

Title: Ancient Peoples, Modern Migrations: Understanding Mayan Migration in Cultural Context & Mapping Pathways to Our Present

Description:

In this lesson students will learn about a Mayan community in present day Florida, the ways they maintain traditions as they navigate life in a modern world. They will explore exhibit themes of: Collective Expression of Identity, Entrepreneurship, Acquiring New Skills, and Maintaining Cultural Practices.

Students will also use the Ancient Peoples, Modern Migrations virtual simulation in Unity 3D and other online resources as points of departure to explore their own communities in terms of current migration patterns and migration patterns over time. They will research migration patterns using census data, artifacts from family members, artifacts and documents from local libraries, and any relevant online sources. Students will synthesize data and present it using maps, images and objects that depict migration patterns in their community over time.

Target Audience:

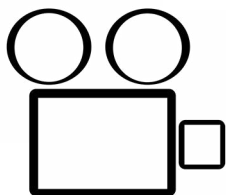Middle and High School Students.

Learning Goals for Students:

- Learn about the communities depicted in Ancient Peoples, Modern Migrations.
- Learn how to research demographic trends.
- Learn migration patterns of their own community over time.
- Map migration patterns of their own community over time.

Intended Outcomes:

- Students will be able to describe the migration patterns of the communities depicted in Ancient Peoples, Modern Migrations.
- Students will be able to articulate relevant facts about the communities of Ancient Peoples, Modern Migrations.
- Students will be able to describe the specific narratives of the families depicted in Ancient Peoples, Modern Migrations.
- Students will be able to describe the migration patterns of their own local communities.
- Students will be able to compare and contrast the migration patterns of their own community and the communities depicted in Ancient Peoples, Modern Migrations.

Teacher Resources:

- Review curator's PowerPoint (http://www.latino.si.edu/APMM_WEB/APMM_curatorNotes.pptx) in the Ancient Peoples, Modern Migrations simulation and note key data points prior to student exploration of the site.

Featured Animated Short

http://latino.si.edu/LVM/Chequeaesto/APMM

Leticia Escalante
Former Princess / Princesa anterior
Mi mamá fue Reina de San Miguel en su
pueblo natal. Ella viene de San Miguel

Maya Princess Indiantown, Florida
Go to http://vimeo.com/93524102 for video

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

| Resource	Description
APMM simulation *(http://www.latino.si.edu/LatinoVirtualMuseum/APMM/)* in Unity 3D For best experience, download MAC or PC apps and run simulation locally off your computer.	Check out the Welcome Center in APMM simulation to learn basics about the Mayan community and their migration history through maps and data.
APMM Curatorial Notes in PowerPoint *(http://www.latino.si.edu/APMM_WEB/APMM_curatorNotes.pptx)*	1-Use slide 4 to create pdf of communities in Florida where study takes place. 2-Use slide 2, 3, and 38 for key data. Use slide 5 to explore cultural identity through cultural retention strategies outlined by the curator. Use 3D brochures for other data mining in the simulation itself.
Escuelita Maya in APMM simulation *(http://www.latino.si.edu/LatinoVirtualMuseum/APMM/)* in Unity 3D	Featured Mayan Glyph Game. Locate Escuelita Maya in the APMM simulation.
¡Chequea Esto!, Check This Out! APMM Animation Short *(http://latino.si.edu/LVM/Chequeaesto/APMM)*	¡Chequea Esto!, Check This Out! animation short
Ancient Peoples, Modern Migrations website *(http://www.latino.si.edu/LatinoVirtualMuseum/ancientpeoples-modernmigrations.htm)*	The Ancient Peoples, Modern Migrations project explores the phenomenon of identity maintenance and cultural advocacy by Latin American Native Peoples in the United States. Adaptation to a new environment challenges all immigrants but these communities have demonstrated remarkable resourcefulness in maintaining their Indigenous identity and cultural practices.

Activities

Preparation: Learning about LVM Ancient Peoples, Modern Migrations through the lens of Simulation (Total 90 minutes)

- Engage students in LVM Ancient Peoples, Modern Migrations virtual 3D simulation resources (60 minutes).
- Guide students through APMM simulation (in small groups working on individual lap tops or by projecting virtual 3D simulation on the classroom wall).
    - Stop at the Welcome Center in APMM simulation to learn basics about the community's migration.
- Prompt students to take notes related to the migration patterns, push and pull factors that prompted migration. Also ask them to note factors that have changed over time in families' decisions to migrate (20 minutes).
- Ask students to jot down quotes from the exhibition noting how community members describe their own journeys and processes of cultural identity, expression and retention (20 minutes).
- As students move through the Ancient Peoples, Modern Migrations virtual 3D simulation resources, encourage them to stop at the different sign posts, slide shows and interviews with community members to collect information and learn from the community members. For example, through APMM, students may explore themes of:
    - Collective Expression of Identity (read the placard)
    - Entrepreneurship (watch video in the store)
    - Acquiring New Skills (check out the exhibit in the community center)
    - Building Capacity (check out the exhibit in the community center)
    - Cultural Retention
        - Maya Glyphs (play the game in Escuelita Maya)
        - Check out the slide show next to the Maya Glyphs
        - Check out the slide show in the pavilion
        - Check out the video and performance
        - Learn from Petrona Manuel

Understanding My Family's Migration Journey in Cultural Context (18 hours over 1 week)

- Have students work with you, local librarians, and community historians to learn about the migration patterns of their own community over time.
- Using primary sources (e.g. archival images and texts), data (e.g. census figures), interviews of community members and secondary sources (9 hours).
- Assign students to create a report on the migration patterns and stories in their own communities (6 hours).
- Using their report findings as a guide, have students map the migration patterns of their community over time (3 hours).
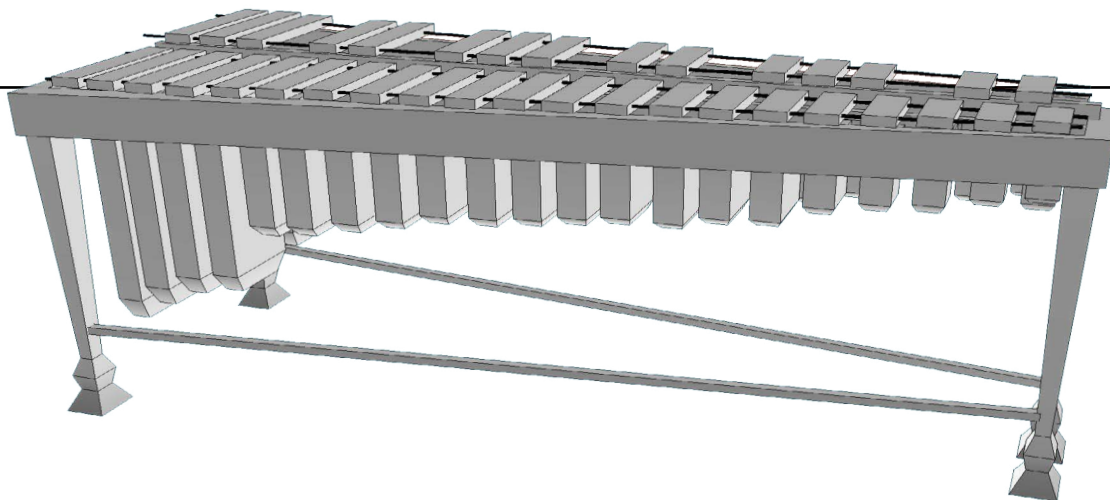
Marimba

STUDENT GROUP INTERACTIVITIES

Instructions for Teachers

Transmedia connections (3+ hours)

- Assign two students to video-tape and photograph the presentation and interview some of their peers afterwards.
- Ask them to post excerpts of the presentation and interviews on the LVM blog.

Culminating activity: (60 minutes)

- Using their report findings as a guide, have students map the migration patterns of their community over time.
- Present Mayan migration & cultural retention narratives in contrast to students own migration patterns and stories to elementary age students (e.g. 4th, 5th, or 6th graders) (60 minutes).
- Encourage students to use exhibit resources in their presentations (e.g. view Mayan Glyph Game (in the simulation itself in Escuelita Maya) and create 2D cut out of game and teach the younger children the Mayan number system through glyphs).

21st Century Skills Connections:

- *Life Skills and Career Skills*

  The skills that will be targeted for development in this area are:
    - Flexibility and Adaptability
    - Initiative and Self Direction
    - Social and Cross-Cultural
    - Productivity and Accountability
    - Leadership and Responsibility

- *Information, Media, and Technology Skills*

  The skills that will be targeted for development in this area are:
    - Information Literacy
    - Media Literacy
    - ICT Literacy

- *Learning and Innovation*

  The skills that will be targeted for development in this area are:
    - Creativity and Innovation
    - Critical Thinking and Problem Solving
    - Communication and Collaboration

Common Core Standard Connections:

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CCSS.ELA-Literacy.RH.11-12.8 *(http://www.corestandards.org/ELA-Literacy/RH/11-12/8/)* Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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Princess Maya Dress

Smithsonian Eco Explorers
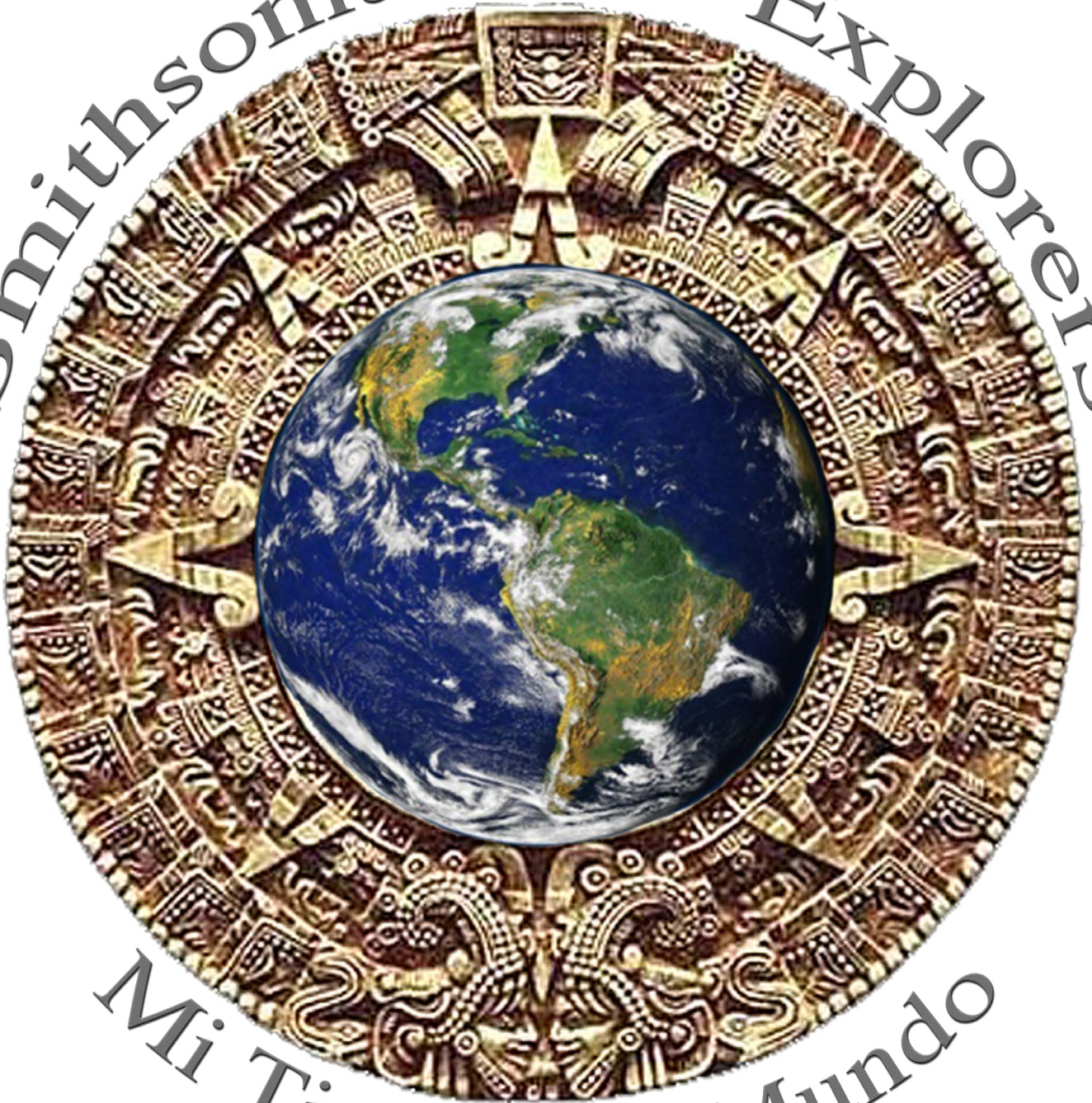
Mi Tierra, Mi Mundo

Technical notes for *Eco Explorers: Mi Tierra, Mi Mundo/ My Land, My World* Module

Unity 3D Interactive Immersive Simulation

- Navigate to the 3D simulation microsite listed in resources.
- Download the Zip file for your operating system, Mac OS or Windows.
- Un-zip file on your computer.
- You may also need to download free unity player; however, you will be prompted with a link if this is needed.

Open the Eco Explorer app on your desktop and follow the instructions screen.

Time Download times will vary for simulation. Please be advised that this is a high end graphics simulation so file size is large. Download time will vary depending on your internet connection. We advise teachers to download the app once and put on a thumbdrive to load onto student computers. Do not try to use the simulation off a thumbdrive. Load onto desktop from thumbdrive for fastest performance.

Technical requirements

Internet connection

Headphones

2 button mouse with scroll or zoom capabilities strongly suggested

Augmented Reality

- Download Zappar App for iOS or Android mobile devices.
- Open Zappar App on your mobile device.
- Hold device camera over the Augmented Reality playing card in this Teacher Training Tool kit.
- Scan the Zapcode then aim at the whole image
- There will be a few seconds while the file loads and out pops the 3D object on your device.

Time 5 minutes to download Zappar App

1 minute to scan card and see 3D object

Technical requirements

Internet access

Mobile device

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Sustaining a Bio Diverse Planet

Title: *Mi Tierra, Mi Mundo/My Land, My World*: Eco-Explorers Investigate the Water in My Community

Description:

In Eco-Explorers, learners enter into multiple virtual pathways provided in the *Mi Tierra, Mi Mundo/My Land, My World* game microsite and take on the identity of scientists (e.g. archaeologists, marine biologists, climate scientists, paleontologists). They are charged with exploring the world in order to solve a problem(s). In this activity, the students will take the investigative techniques they learn from the *Eco Explorers* and apply them to their own communities. They will research local watershed(s) and then research public interest issues related to water quality and availability of water within their own community. In Part I of this activity, the students will investigative techniques from the *Eco Explorers* to solve problems in the game microsite.

In Part II, students will apply these techniques to environmental problems in their own communities. They will research local watershed(s) and then research public interest issues related to water quality and availability of water within their own community. They will share their findings with family and community members and with other student-communities around the country through the LVM social media outlets.

Target Audience:

Middle and High School Students.

Learning Goals for Students:

- Learn about the concept of a watershed from the Eco-Explorers.
- Learn about local watersheds.
- Learn the pathway of water to their own kitchens.
- Learn about any issues related to water in their own community.
- Learn about different career pathways associated with environmental science and the museum field.

Intended Outcomes:

- Students will be able to define the concept of a watershed using examples from Eco-Explorers and their own community.
- Students will be able to list various careers associated with environmental sciences and museums.
- Students will be able to describe the pathway of water from a natural source to their kitchen tap.
- Students will collect data related to the water quality in their own community.
- Students will be able to describe issues, concerns, or strengths of their local water systems.
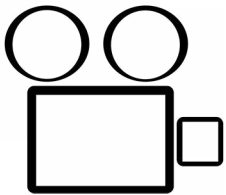

Mi Tierra, Mi Mundo
Go to *http://vimeo.com/105301343* for video

Teacher Resources:

The following resources offer background information that will help teachers to support their students as they navigate the Transmedia resources of *Mi Tierra, Mi Mundo*.

Resource	Description
Mi Tierra, Mi Mundo ECO guide (http://www.lvminteractive.org/PDF/ ECOGUIDE-WATERSHED.pdf)	Investigative Experiences in Real and Virtual Watersheds. *Mi Tierra, Mi Mundo/*My Land, My World Eco Guide a basic overview and explains how the game works as well as the concept of a watershed. Students can also use this as a guide as a basic introduction to what a watershed environments.
Mi Tierra, Mi Mundo game tutorial (http://www.lvminteractive.org/ECO_ EXPLORERS_H2O/see-video-first.html)	ECO-EXPLORERS video representation of immersive game simulation. Use as a preparation tool.
Mi Tierra, Mi Mundo animation trailer *(Spanish: http://www.lvminteractive. org/VIDEO/Eco_Trailer_2_SP.mov* *English: http://www.lvminteractive. org/VIDEO/Eco_Trailer_2_ENG.mov)*	The watershed bilingual game animation trailer. Use as a preparation tool.
Mi Tierra, Mi Mundo distance learning workshop (https://youtu. be/bdtAxATOemw) using iCAVE technology	LVM Pilot Site in South Park Elementary in Pueblo, Colorado demonstrates iED CAVE technology using LVM watershed species 3D collection. (Video archive) Use as a preparation tool.
Mi Tierra, Mi Mundo distance learning *workshop (http://www.lvminteractive. org/ECO_EXPLORERS_H2O/featured- pilot-sites.html)* on What is a Watershed using iCAVE technology live with SLC and SERC.	SLC and Smithsonian experts from the Smithsonian Environmental Research Center (SERC) deliver live programing to LVM Pilot Site in South Park Elementary in Pueblo, Colorado through innovative iCAVE technology. Use as a preparation tool.
Mi Tierra, Mi Mundo distance learning *workshop (http://www.lvminteractive. org/ECO_EXPLORERS_H2O/featured- pilot-sites.html)* on character design for game	The CentroNía featured pilot site digital story/video depicts how students participated in the design process, the meaning of the experience for them, and frames a range of career pathways in the museum field. This video also offers a behind-the-scenes perspective on the watershed game and gaming in general.
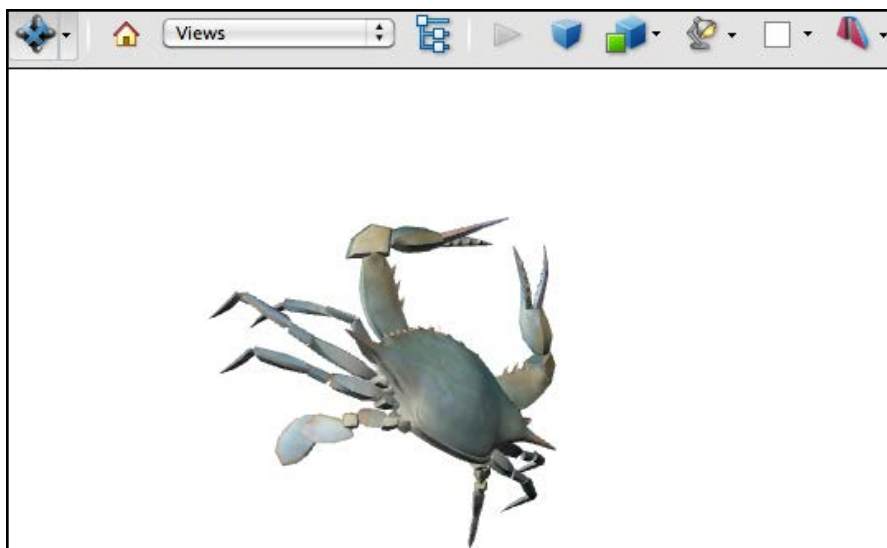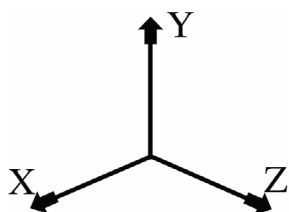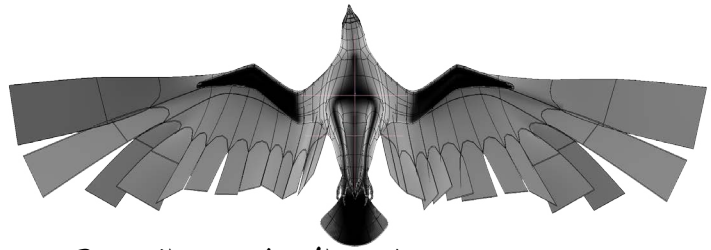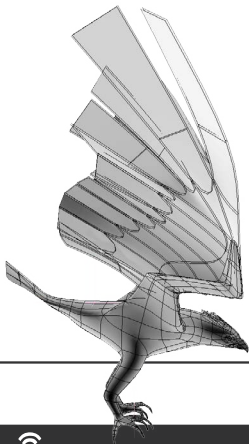
Pandion haliaetus

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

Resource	Description
Species in the Game *(http://www.lvminteractive. org/ECO_EXPLORERS_H2O/species.html)*	LVM representation and interpretation of curated list via: Standalone 3D viewer with species.
Owl animation video trailer *(http://www. lvminteractive.org/VIDEO/Eco_Trailer_2_ENG. mov)*	
Mi Tierra, Mi Mundo animation trailer *(Spanish: http://www.lvminteractive.org/ECO_EXPLORERS_ H2O/trailer-spanish.html* *English: http://www.lvminteractive.org/ECO_ EXPLORERS_H2O/trailer-english.html)*	The watershed bilingual game animation trailer
Mi Tierra, Mi Mundo distance learning *workshop (http://youtu.be/bdtAxATOemw)* using iCAVE technology	LVM Pilot Site in South Park Elementary in Pueblo, Colorado demonstrates iED CAVE technology using LVM watershed species 3D collection (video archive).
Mi Tierra, Mi Mundo distance learning workshop *(https://www.youtube.com/ watch?v=nJNX5tE1xmU)* on What is a Watershed using iCAVE technology live with SLC and SERC	SLC and Smithsonian experts from the Smithsonian Environmental Research Center (SERC) deliver live programing to LVM Pilot Site in South Park Elementary in Pueblo, Colorado through innovative iCAVE technology.
Mi Tierra, Mi Mundo Character Biographies *(Spanish: http://www.lvminteractive.org/ECO_ EXPLORERS_H2O/characters-bios-sp.html* *English: http://www.lvminteractive.org/ECO_ EXPLORERS_H2O/character-bios-eng.html)*	Watershed game characters and bios on *Mi Tierra, Mi Mundo/My Land, My World* microsite.
Mi Tierra, Mi Mundo/My Land, My World *(http:// www.lvminteractive.org/ECO_EXPLORERS_H2O/ play-game.html)* Adventure Quest_game prototype. Go to game home page *(http://www. lvminteractive.org/ECO_EXPLORERS_H2O/play- game.html)* as download Mac or PC standalone apps for best experience.	Adventure quest in simulated 3D environment using Unity 3D. Download the Unity plug in to experience this 3D simulation.

Activities

Preparation: Eco-Explorer Adventure Quest: Investigating the Health of an Eco-System (90 minutes)

- Using PDF Graphic of watershed cycle and LVM Web 3D Book *(http://www.lvminteractive.org/PDF/ECOGUIDE-WATERSHED.pdf)*, introduce students to the concept of a Watershed.
- Explain to students that they will continue to learn about the watershed by immersing themselves in a virtual environment. By becoming scientists, they will learn to: (40-60 minutes).
  - Define a watershed
  - Explore the questions
  - What is a watershed?
  - What are the problems with some of our watersheds?
  - Why are water pathways important in my community?
  - Describe some of the problems caused by pollution to a watershed

Exploring Culture and the Environment through Avatars!

- Become an Eco-Explorer! Prompt students to enter simulated environment in Unity 3D by choosing the avatar who will represent them in the game. This can be a process students engage individually if you have enough computers, in small groups with one person managing the game for the group, yet making collective decisions, or the teacher may guide students through the game and project the experience on the wall and eliciting student input and feedback throughout the experience.
- Have students start at the base camp. They will learn from the scientists they meet there and receive their charge for their quest as an Eco-Explorer(60 minutes).
- Ask students to jot down their charge (speak with inhabitants, take photos, take water samples).
- Also ask them to note each time they learn about a new career. For example: (20 minutes).
  - Name of scientist
  - Job title
  - Where they were born
  - Inspiration to become a scientist
  - Details about their role in the environment

- Students will also learn from animals and other young people they encounter in the environment. Their notes should also include descriptions of how animals and local residents are affected when the watershed is out-of-balance. You may also supplement their experience in the immersive game with: SERC PDF of Blue Crab Habitat *(http://www.lvminteractive.org/ECO_EXPLORERS_H2O/BlueCrabHabitats.pdf),* Map PDF *(http://www.lvminteractive.org/ECO_EXPLORERS_H2O/mitierramimundo.pdf),* Augmented Reality 3D image of Maryland Blue crab (Page 48).
- At different points, students will see symbols (sneakers and other types of footwear) in the game. Prompt them to click on those to deepen their experience in the virtual watershed.
- By the end of the game students' notes should include:
  - A list of scientists, their roles in the environment, and background
  - A list of community members and how they are impacted when their environment is out-of-balance
  - A list of animals, their habitat and their experience related to their local watershed
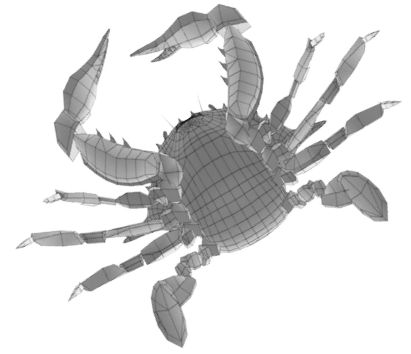 - Photos (using the camera embedded in the game)

STUDENT GROUP INTERACTIVITIES

Instructions for Teachers
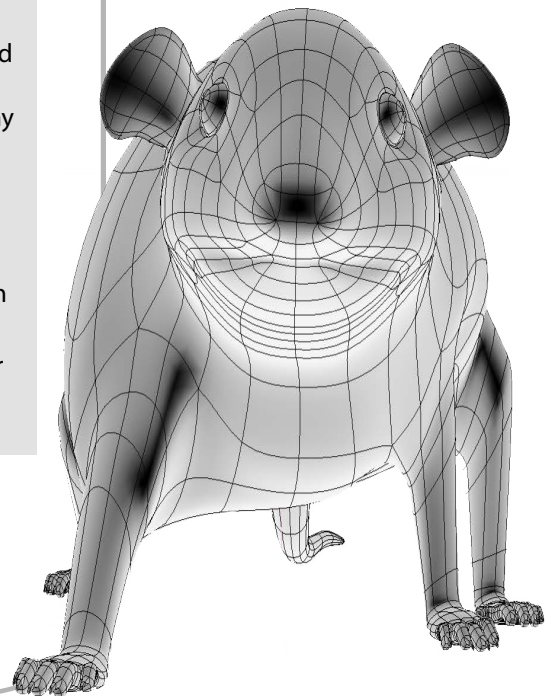
Transmedia connections (2 hours 20 minutes)

- Encourage students to write up their findings in the form of a blog post for the LVM website (60 minutes).
- Ask students to capture photographs with their cell phones (or cut out from magazines) of animals they recognize from their own environments and post images on the LVM Instagram (20 minutes depending on number of images).
- Shoot a video of walking through environments around where they go to school or live show the plants and animals with students narrating the video tour. Post on LVM Ustream (1 hour). See Attachment for sample questions.

Culminating activity: (7 hours over 2 - 3 days)

- Encourage students to craft their own narratives within the game microsite based on the research they do in their own communities (30 minutes) Visit: *http://smithsonianlvm.tumblr.com/* to share your narratives to our Tumblr site.
- Based on their experience in the Eco Explorer watershed, ask students to develop questions about the watershed(s) in their own community (30 minutes).
- Ask students expand their questions to include questions related to the water sources (e.g. is the water in my community scarce?) and water quality in their own community (e.g. is the water in my community safe to drink?) (30 minutes).
- Have students test the water from various sources in their community and compare their findings (2 - 3 hour field trip).
- Assign students to create visual representations of the water pathways to their communities and the data they collected from the water tests (60 minutes).
- Have students prepare presentations for their families and other community members based on their findings (2 hours).
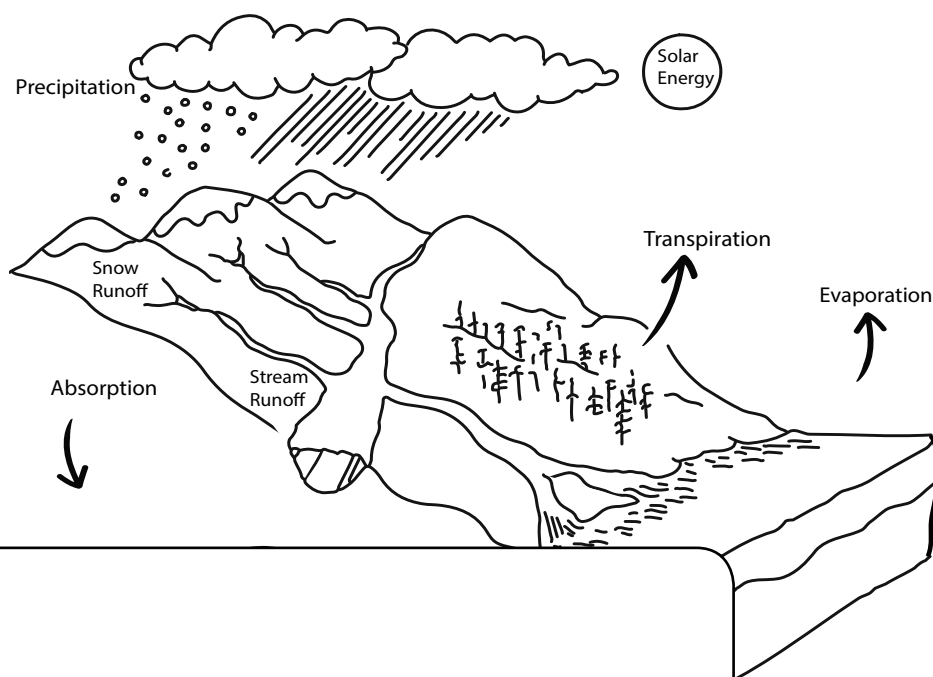

Callinectes sapidus

Didelphimorphia

Precipitation

Solar Energy

Transpiration

Evaporation

Snow Runoff

Absorption

Stream Runoff

Sample Questions

- Where does the water in my community come from?
- What pathway does the water follow to get to my kitchen or water fountain?
- What is the quality of drinking water in my community?
- Are the bodies of water in my community safe to swim in? If not, why? Where does the pollution or contamination come from? If the water is safe, are there any groups of people organized to make sure it stays safe?
- How far do I have to walk in order to get to a body of water?

Smithsonian Latino Center

Supported by

21st Century Skills Connections:

- *Life Skills and Career Skills*
  The skills that will be targeted for development in this area are:
  - Flexibility and Adaptability
  - Initiative and Self Direction
  - Social and Cross-Cultural
  - Productivity and Accountability
  - Leadership and Responsibility

- *Information, Media, and Technology Skills*
  The skills that will be targeted for development in this area are:
  - Information Literacy
  - Media Literacy
  - ICT Literacy

- *Learning and Innovation*
  The skills that will be targeted for development in this area are:
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
 - Communication and Collaboration

11th & 12th Grade Common Core Standards –Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 *(http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8 *(http://www.corestandards.org/ELA-Literacy/RH/11-12/8/)* Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
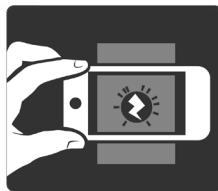
CCSS.ELA-Literacy.RH.11-12.9 *(http://www.corestandards.org/ELA-Literacy/RH/11-12/9/)* Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
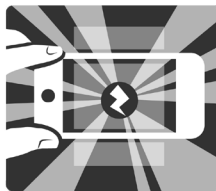
WATERSHED DIAGRAM
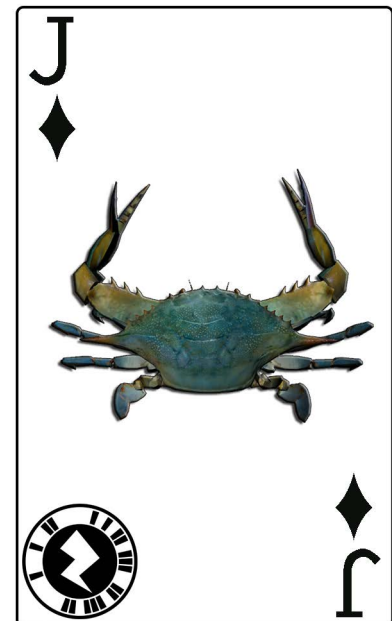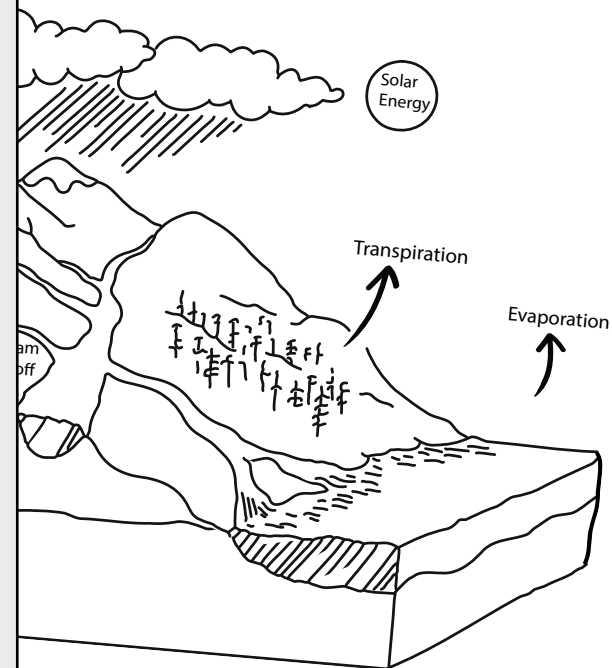
Solar Energy

Transpiration

Evaporation

J ♦

♦ ꞁ

Ready
Download Zappar for free from your app store

Aim
Scan the zapcode then aim at the whole image

Zap
Watch it come to life!

AR+

Create color copies of the crab playing card marker for students to scan with mobile devices to introduce them to the crab and its movement sequence.

Smithsonian Eco Explorers:

Investigating My Scientist Ancestors: OLMECS

Technical notes for *Eco Explorers Olmec* module

Unity 3D Interactive Immersive Simulation
- Navigate to the 3D simulation microsite listed in resources.
- Click on the Olmec Unity simulation to play.
- Please note this simulation is only available to play online.

> *Time*   60 minutes to explore the simulation
> *Technical requirements*
>> Internet connection
>> Headphones
>> 2 button mouse with scroll or zoom capabilities strongly suggested

Augmented Reality
- Visit Augmented Reality link provided in this Teacher Training Tool kit.
- Download the PDF Marker and print it out.
- Allow website to use your webcam.
- Hold PDF marker up to webcam. Keep it steady.
- There will be a few seconds while the file loads and out pops the 3D object on your computer.

> *Time*   5 minutes to download PDF Marker and print it out
>> 1 minute to scan card and see 3D object

> *Technical requirements*
>> Internet access
>> Webcam and computer

Smithsonian LVM INTERACTIVE!

SmithsonianLVM.tumblr.com

The Smithsonian Latino Virtual Museum (LVM) is a cross-platform immersive education initiative based on bilingual mixed media experiences created to enhance visitor's knowledge, understanding and appreciation of Latino Cultural Heritage through innovative and engaging online experiences. The Smithsonian LVM Interactive is also equipped to collect data about our visitors so that we learn more about our audience, content, and digital archives.

Smithsonian LVM Official Social Media Channels

@Smithsonian_LVM Twitter - #LatinoVirtualMuseum, Blog Updates & Real-Time Information
Follow @Smithsonian_LVM on Twitter for updates on all things #LatinoVirtualMuseum. This LVM backchannel features content from our Tumblr blogs, images shared on Instagram, discussions on Facebook, and new tracks from our SoundCloud playlists.

@Smithsonian_LVM Instagram - #LVMcelebración
- Step 1: Follow @Smithsonian_Lvm on Instagram.
- Step 2: Share your real-time celebrations of Latino Cultural Holidays using the hashtag #LVMcelebración.
- Step 3: Like our photos and share them with your friends.

Smithsonian LVM Facebook Page - General School News, Updates, and Community
Visit our Facebook Page to connect with our extend community of artists, educators, writers, and innovative culturalists to share discussions, find information about featured artists, and share top content of the week from the Smithsonian LVM Tumblr blog and @Smithsonian_LVM Instagram.

Smithsonian LVM Tumblr - #MYLATINOSTORY Submissions
Share your cultural traditions, holiday celebrations, and stories of experience within Latino and Afro-Latino cultural heritage on our blog for the #MYLatinoStory project. Along with the stories you share we'll feature stories from popular Latin Jazz and Salsa musicians from Fania Records *www.fania.com*.

Understanding World Cultures

Title: Smithsonian Eco Explorers: Investigating My Scientist Ancestors: OLMECS

Description:

In this activity students learn about the lives and identities of scientists by reading accounts of the scientists depicted in the *Eco Explorers* OLMEC excavation 3D site simulation and the accompanying web3Dbook. Based on their research, students create a scientist-avatar to add to the Eco Explorer team based on a composite of the real lives of their scientist ancestors and their own life stories.

Target Audience:

Middle and High School Students.

Learning Goals for Students:

- Students learn about the processes associated with archaeology and anthropology through online immersive environments and reading secondary sources.
- Students learn about the many professions associated with creating a museum exhibition and conducting an archaeological dig.
- Encourage collaborative investigation and exploration using primary source materials:
    - Augmented Reality OLMEC heads
    - 3D viewer of OLMEC heads
- Students learn vocabulary related to the OLMEC digs and exhibition process.
- Students learn about the significance of ancient ruins for modern times.

Intended Outcomes:

- Students learn about the significance of ancient ruins for modern times.
- Students will be able to describe at least 5 professions associated with developing the OLMEC exhibition.
- Students will be able to recount important details from the lives of at least 5 archaeologists/scientists depicted in the OLMEC excavation site simulations and other LVM Transmedia resources.
- Students will be able to describe elements of the process of an archaeological dig.
- Students will be able to name 5-10 significant artifacts from the OLMEC excavation simulation, including the context of those objects.
- Students will be able to articulate the meaning of the OLMEC excavation simulation for their lives in current modern times.

Teacher Resources:

The following resources offer background information that will help teachers to support their students as they navigate the Transmedia resources associated with the OLMEC virtual excavation simulation.

- Smithsonian Pre-Colombian collections Web3D book serves as an introduction to the OLMEC.
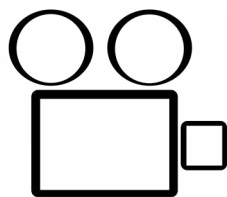
Uncovering Mexico's Forgotten Treasures
Go to *http://vimeo.com/93525148* for video

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

| Resource	Description
Mi Tierra, Mi Mundo/My Land, My World, featuring the Smithsonian Olmec Legacy Collection: Activity Guide *(http://www.lvminteractive.org/PDF/ECOGUIDE-OLMEC.pdf)*	This Web3Dbook offers important background information as well as highlighting some signature 3D collections representing the Olmec Legacy Collection.
	3D viewer of OLMEC heads offer students a chance to view the details of museum artifacts.
LVM 3D interactive models. Check out our 3D viewer *(http://lvminteractive.org/3dcollections.html)*	OLMEC excavation site simulations using Unity 3D enable students to experience an excavation and meet scientists in their virtual journey.
OLMEC excavation site simulations *(http://lvminteractive.org/UNITY/OLMECUNITY/OLMECWEB.html)*	Animation videos capturing Smithsonian anthropologist Jane Walsh talking about the OLMEC will give students insights from the perspective of a researcher involved with the exhibit.
LVM Olmec microsite *(http://www.lvminteractive.org)*	*Mi Tierra, Mi Mundo/* My Land, My World-OLMEC website.
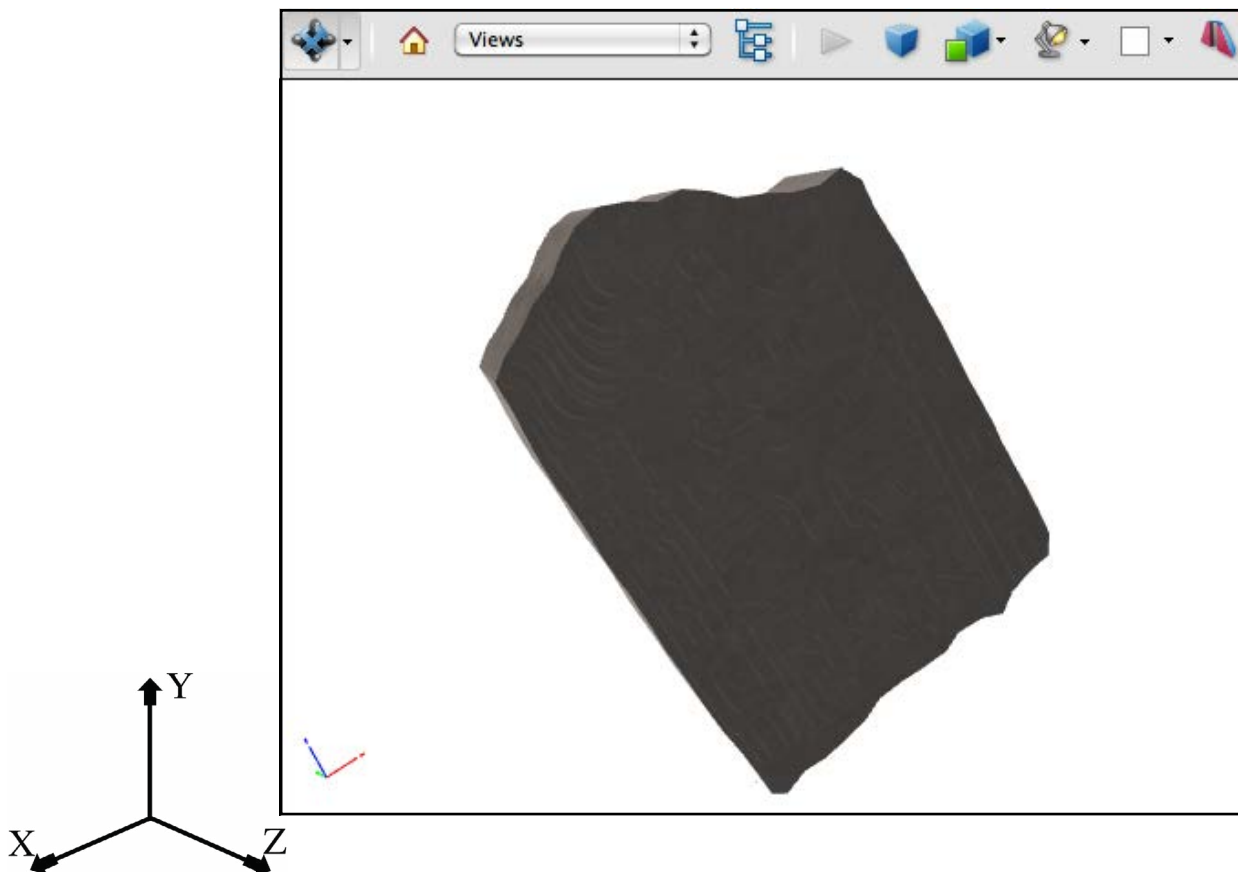
Activities

Preparation: Exploring An Archaeological Dig (4 hours over 2 - 3 days)

- Have students experience archaeological practices by exploring the excavation 3D site simulation (60 minutes) Practices include:
    - Investigating primary source materials (e.g. artifacts, scientist journals, images).
    - Making observations of actual artifacts through (sources: Augmented Reality OLMEC heads and 3D viewer of OLMEC Heads).
    - Taking detailed notes in their own scientist journals.
- Have the students find the FULCRUM or balancing point using Popsicle sticks (after eating them of course and washing them) to levitate the rock and move it as if it were one of the Olmec monumental heads.
    - Use the Popsicle sticks to move some larger stones on a table or up out of the dirt (30 minutes).

Exploring Scientist Identities

- Have students experience the OLMEC through online resources and the OLMEC excavation site simulations using Unity 3D.
- Ask students to note excavation details in their field journals.
- As students move through the OLMEC excavation site simulation, prompt them to jot down the careers associated with the dig.
- Using the activity guide, have students chart the career pathways of each of the professionals depicted in the OLMEC excavation site simulation and other online resources [for example, by watching the animation videos capturing SI anthropologist/ Jane Walsh talking about OLMEC and ballcourt] (30 minutes).
- Ask students to investigate the lives of at least 5 Archaeologists/Anthropologists (Alfonso Caso, Eduardo Contreras, Miguel Covarrubias, Phillip Drucker, Robert Heizer, Richard Stewart, Marion Stirling, Matthew Stirling, Waldo Wedel, Clarence Weiant, Alexander Wetmore).
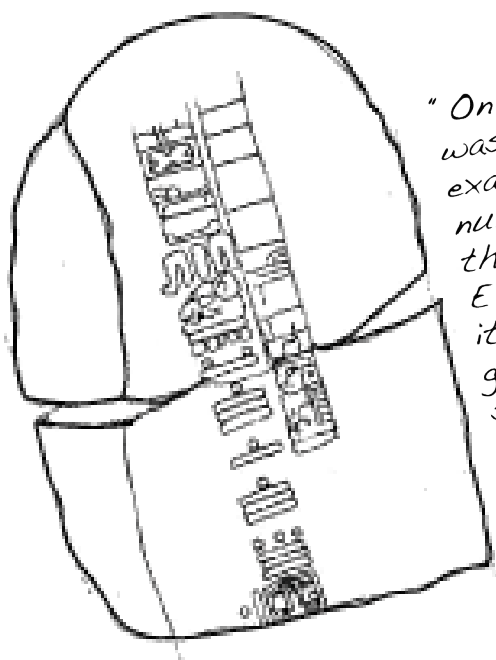
" On the 21st I revisited Stela C and in the early morning light was surprised to see what appeared to be another dot in exactly the proper position above the three bars of the Katun numeral. Brought Weiant and Mrs. Stirling to look at it and they agree the dot is there, but it must be seen from the E side to show clearly, which explains why we did not notice it the first time. The bars and dots were made by abrading grooves to the proper depth outlining them. Then the remaining surface was polished down to this depth, leaving the figures in relief. The bottoms of these primary grooves still show a little below the depth of the background surface. This particular Katun dot has been badly defaced being adjacent to the broken edge, but about a quarter of the circular groove can still be distinguished and the raised portion of the dot is still sufficient that it shows rather clearly when the light strikes it at an angle."

Mathew Stirling's Tres Zapotes Field Notes 1939

http://anthropology.si.edu/olmec/english/sites/TZfieldnotes.htm
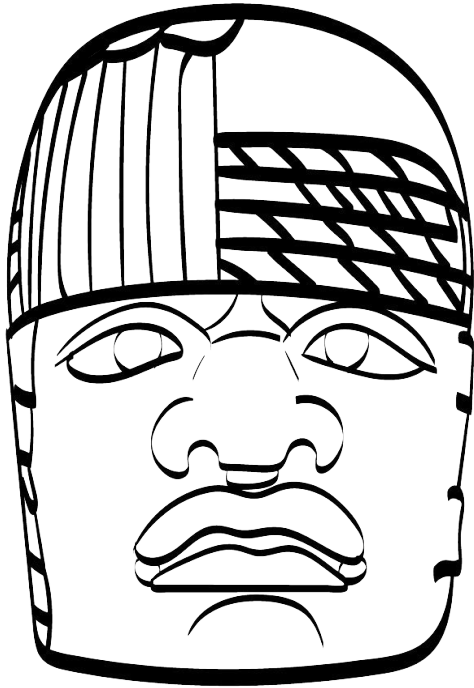
Monumental Olmec Head 4
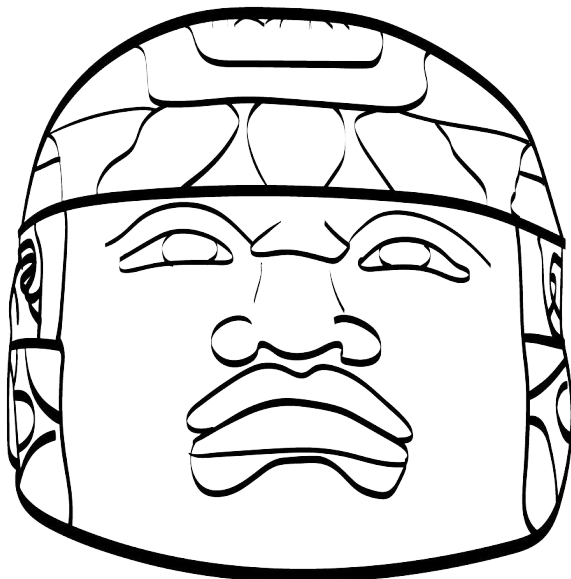
Monumental Olmec Head 1

STUDENT GROUP INTERACTIVITIES

Instructions for Teachers

Transmedia connections (2 hours 40 minutes)

- Compare the Stela C with the Rosetta stone found in Egypt (45 minutes).
  - Discuss how both objects had a huge impact on the interpretation of language and culture in those areas of the world.
  - Then have students create their own Stela C with original glyphs if students had to explain their world today, for someone to find later (45 minutes).
  - Post their monuments with glyphs on LVM Instagram (10 minutes).
- Have the students sketch some of the artifacts seen within the simulation or Olmec Legacy online collections (1 - 2 hours).
  - Post their visual documentation of the artifacts on LVM Instagram.

Culminating activity:

Creating Scientist Avatars (5 hours over 3 - 4 days)

- Prompt students to create their own avatar character associated with the OLMEC excavation 3D site simulation based on their research of the scientists and their own lives and identities (3 hours).
- Ask students to sketch an image of the avatar and write a 1-2 page narrative describing their character (2 hours).

21st Century Skills Connections:

- *Life Skills and Career Skills*

  The skills that will be targeted for development in this area are:
  - Flexibility and Adaptability
  - Initiative and Self Direction
  - Social and Cross-Cultural
  - Productivity and Accountability
  - Leadership and Responsibility
- *Information, Media, and Technology Skills*

  The skills that will be targeted for development in this area are:
  - Information Literacy
  - Media Literacy
  - ICT Literacy

  Learning and Innovation

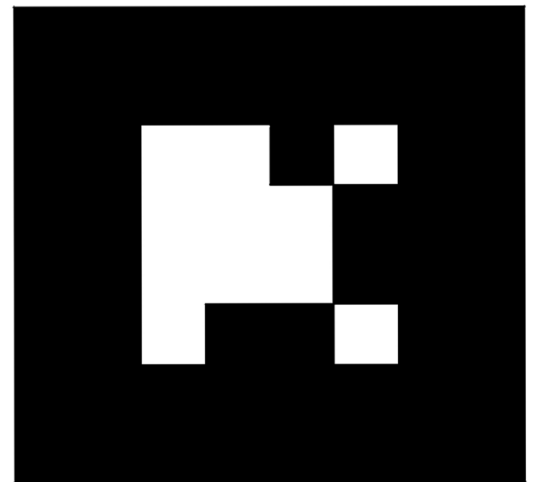 The skills that will be targeted for development in this area are:
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration

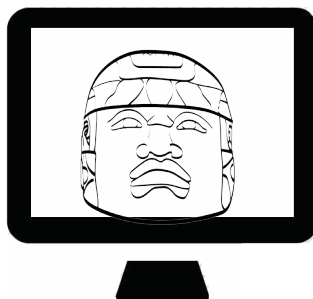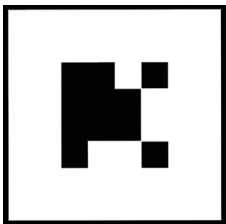### 11th & 12th Grade Common Core Standards –Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 (http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
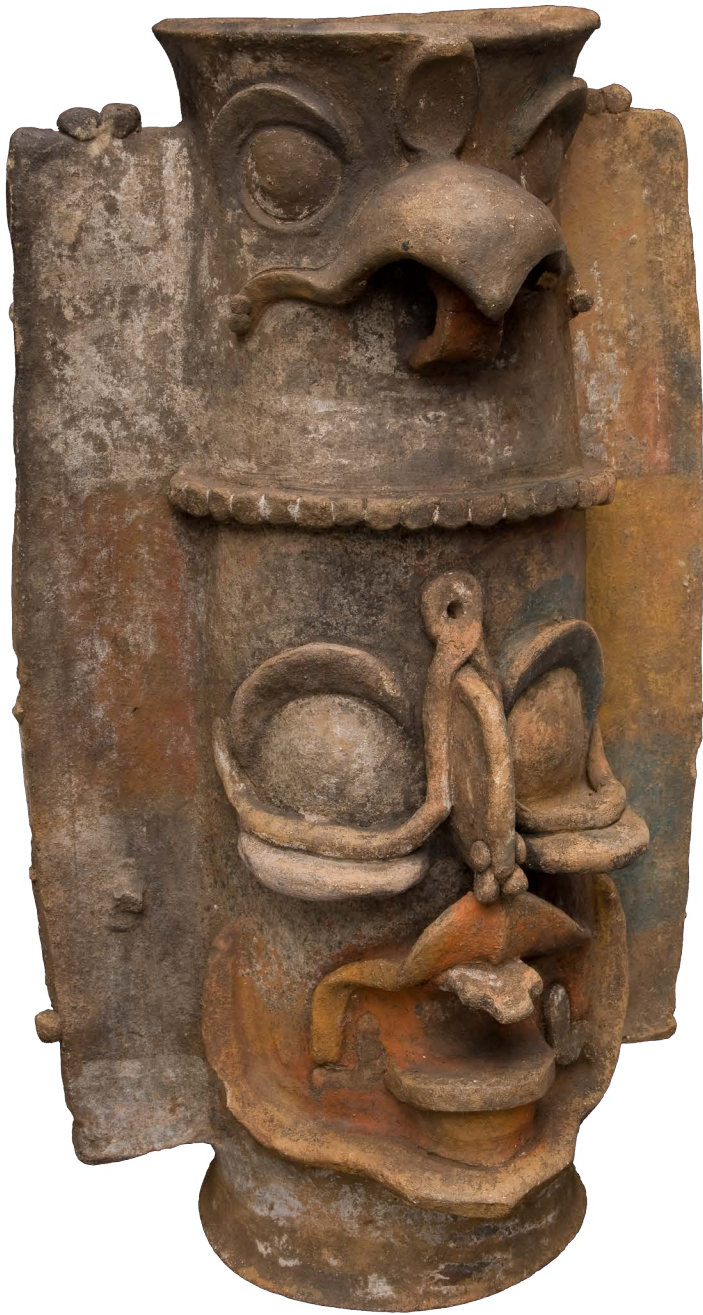
CCSS.ELA-Literacy.RH.11-12.8 (http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 (http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

http://lvminteractive.org/AR/OLMECAR/src/olmecarweb.html

Cerámica de los Ancestros:
Central America's Past Revealed.
Interpreting Culture through Ceramics

Smithsonian Eco Explorers

Mi Tierra, Mi Mundo

Technical notes for *Cerámica de los Ancestros* module

Unity 3D Interactive Immersive Simulation
- Navigate to the 3D simulation microsite listed in resources.
- Download the Zip file for your operating system, Mac OS or Windows.
- Un-zip file on your computer.
- You may also need to download free unity player; however, you will be prompted with a link if this is needed.

Open the Ceramics app on your desktop and follow the instructions screen.

Time Download times will vary for simulation. Please be advised that this is a high end graphics simulation so file size is large. Download time will vary depending on your internet connection. We advise teachers to download the app once and put on a thumbdrive to load onto student computers. Do not try to use the simulation off a thumbdrive. Load onto desktop from thumbdrive for fastest performance.

Technical requirements
Internet connection
Headphones
2 button mouse with scroll or zoom capabilities strongly suggested

Augmented Reality
- Download Zappar App for iOS or Android mobile devices.
- Open Zappar App on your mobile device.
- Hold device camera over the Augmented Reality playing card in this Teacher Training Tool kit.
- Scan the Zapcode then aim at the whole image
- There will be a few seconds while the file loads and out pops the 3D object on your device.

Time 5 minutes to download Zappar App
1 minute to scan card and see 3D object

Technical requirements
Internet access
Mobile device

Smithsonian LVM INTERACTIVE!

SmithsonianLVM.tumblr.com

The Smithsonian Latino Virtual Museum (LVM) is a cross-platform immersive education initiative based on bilingual mixed media experiences created to enhance visitor's knowledge, understanding and appreciation of Latino Cultural Heritage through innovative and engaging online experiences. The Smithsonian LVM Interactive is also equipped to collect data about our visitors so that we learn more about our audience, content, and digital archives.

Smithsonian LVM Official Social Media Channels

@Smithsonian_LVM Twitter - #LatinoVirtualMuseum, Blog Updates & Real-Time Information
Follow @Smithsonian_LVM on Twitter for updates on all things #LatinoVirtualMuseum. This LVM backchannel features content from our Tumblr blogs, images shared on Instagram, discussions on Facebook, and new tracks from our SoundCloud playlists.

@Smithsonian_LVM Instagram - #LVMcelebración
- Step 1: Follow @Smithsonian_Lvm on Instagram.
- Step 2: Share your real-time celebrations of Latino Cultural Holidays using the hashtag #LVMcelebración.
- Step 3: Like our photos and share them with your friends.

Smithsonian LVM Facebook Page - General School News, Updates, and Community
Visit our Facebook Page to connect with our extend community of artists, educators, writers, and innovative culturalists to share discussions, find information about featured artists, and share top content of the week from the Smithsonian LVM Tumblr blog and @Smithsonian_LVM Instagram.

Smithsonian LVM Tumblr - #MYLATINOSTORY Submissions
Share your cultural traditions, holiday celebrations, and stories of experience within Latino and Afro-Latino cultural heritage on our blog for the #MYLatinoStory project. Along with the stories you share we'll feature stories from popular Latin Jazz and Salsa musicians from Fania Records *www.fania.com*.

Understanding World Cultures

Title: Cerámica de los Ancestros: Central America's Past Revealed: Seeing People in Ceramics

Description:

In this lesson students will learn about Central American cultures and peoples from the vantage point of ceramic objects and the people who excavate and restore them for museum exhibitions. They will explore the meaning of these objects for the people who created them centuries ago, as well as the scientists who care for them and interpret them in current times.

Target Audience:

Middle and High School Students.

Learning Goals for Students:

- Students learn about the processes associated with archaeology and anthropology.
- Students learn about the many professions associated with conducting an archaeological dig.
- Students learn vocabulary related to the Cerámicas exhibition process.
- Students learn about the significance of ancient artifacts for the scientists who discover them and prepare them for exhibition.

Intended Outcomes:

- Students will be able to describe at least 5 professions associated with developing the Cerámicas Transmedia resources and artifacts.
- Students will be able to recount important details from the lives of at least 5 scientists depicted in the Cerámicas Transmedia resources and artifacts.
- Students will be able to describe the meaning of archaeological processes for the scientists involved.
- Students will be able to name 5-10 significant artifacts from Cerámicas, including the context of those objects.
- Students will be able to describe the 7 regions of the artifacts.
- Students will be able to articulate the meaning of the Cerámicas Transmedia resources and artifacts for their own lives in current modern times.

Teacher Resources:

The following resources offer teachers primary and secondary source materials that will help them to support their students' navigation of the LVM Transmedia resources.

Resource	Description
Exhibit Website *(http://latino.si.edu/exhibitions/ centralamericarevealed.htm)*	View: *http://www.lvminteractive.org/VIDEO/Ceramics_ Ancestros.mov* as well as the videos connected to the Lempa and Central Caribbean regions.
Central American Archaeologists and Anthropologists *(http:// www.lvminteractive.org/VIDEO/Ceramics_Ancestros.mov)*	Through these videos, students will learn about the breadth of careers associated with archaeological digs.
Central America's Past Revealed: Interactive Map *(http://www. latino.si.edu/exhibitions/centralamericarevealed/CACPR_gallery/ map/map.html)* and Gallery	View the maps of the seven regions depicted in Cerámicas.
Exhibition Book *(http://www.latino.si.edu/exhibitions/ centralamericarevealed/3DSim/RACA.pdf)*	Review artifact list and Exhibition e-catalog as background for the online exhibit resources.
Central America's Past Revealed: Interactive game website *(http://latino.si.edu/exhibitions/ centralamericarevealed/3DSim/3d-base-camp.html)* and 3D Base Camp downloadable apps *(http://latino.si.edu/exhibitions/ centralamericarevealed/3DSim/3d-base-camp.html)*	View the Cerámicas 3D Base Camp. The 3D Base Camp is an immersive, interactive high definition simulation experience.

LVM Transmedia Resources:

The following resources offer background information, and primary and secondary sources to engage students and teachers in LVM Transmedia resources and education activities.

These videos will offer students the context of the objects from the perspective of the ancient past as well as the present moment:

Resource	Description
Central America's Past Revealed: Interactive Map *(http://www.latino.si.edu/exhibitions/ centralamericarevealed/CACPR_gallery/map/ map.html)* and Gallery	The maps of the seven regions depicted in Cerámicas offers students geography context.
Exhibition Book *(http://latino.si.edu/exhibitions/ centralamericarevealed.htm)*	Artifact list and Exhibition e-catalog provides background for the LVM Transmedia resources related to Cerámicas.
Cerámica de los Ancestros: Central America's Past Revealed 3D Base Camp *(http://latino.si.edu/exhibitions/ centralamericarevealed/3DSim/3d-base-camp. html)*	Cerámicas 3D Base Camp is an immersive, interactive high definition simulation that offers students virtual context to learn about ancient artifacts and the archaeological process.
Cerámica de los Ancestros: Central America's Past Revealed animation trailer *(http://latino.si.edu/exhibitions/ centralamericarevealed/3DSim/3d-base-camp. html)*	View a short animation video illustrating the 3D base camp simulation.
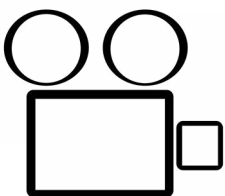
Cerámica de los Ancestros Immersive Simulation Preview
Go to *http://vimeo.com/67409344* for video

Activities

Preparation: Mapping the Context

- Ask students to use push pins or post-it notes to label the 7 regions that represent the ceramic objects in Cerámicas (30 - 45 minutes).
  - Lempa River Region – El Salvador (video)
  - Nicoya Region – Costa Rica
  - Chiriqui Region
  - Ulua Region
  - Maya Region – Mexico
  - Cocle – Panama
  - Central Caribbean (video)

Seeing People in Ceramics – Understanding the meaning of objects

- Prompt students to engage the 3D Base Camp immersive, interactive high definition simulation experience. As they move through the experience, have them note the people they meet and places they visit (60 minutes).
- Guide students to the 2 videos associated with the Lempa River Region – El Salvador and the Central Caribbean, as well as the video associated with the online resources of the exhibition: *http://www.lvminteractive.org//VIDEO/ Ceramics_Ancestros.mov* (20 minutes).
- Guiding questions: As students participate in the simulation experience and view the videos ask them to take notes in response to the following questions (30 minutes for note taking):

  - What do the ceramics tell you about the people, how they lived, what was important to them?
  - What about the scientists in two regions? What is the meaning of their work to them?
  - How would you characterize the scientists' roles and identity?
  - How would you define the meaning of artifacts then and now for the people connected to them?
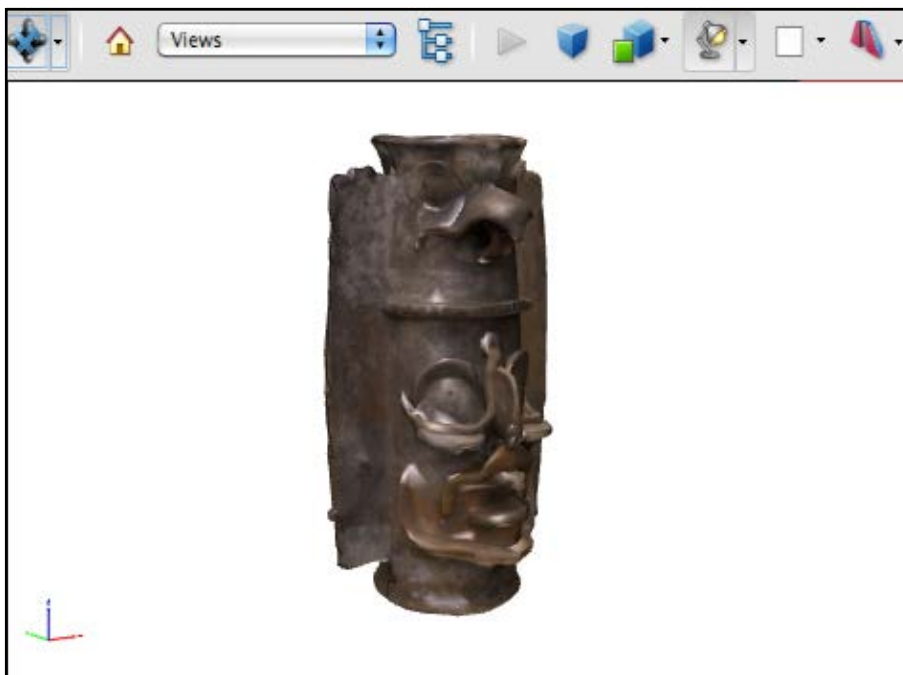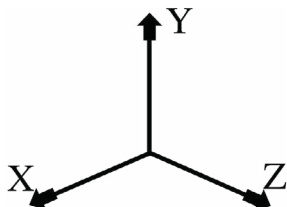
Artifact 098479
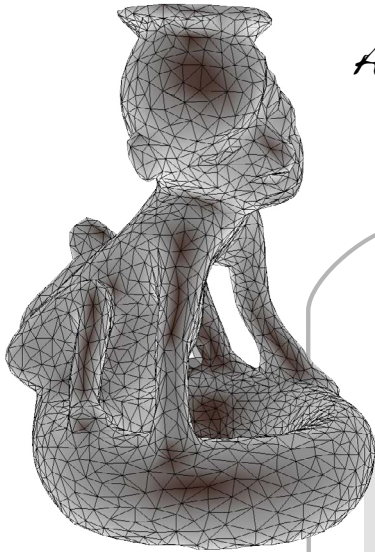
## STUDENT GROUP INTERACTIVITIES

Instructions for Teachers

Transmedia connections (9 hours)

- Have students select objects and images that symbolize the words and sentiments in their responses to the quote (homework).
- Ask students to record themselves reading excerpts from their essays with dramatic intonations (1 hour).
- Work with students to take digital images of their objects and images and then use iMovie to edit together the objects with the audio soundtrack (6 - 8 hours).
- Prompt students to post their digital stories to the LVM website (15 minutes).

Culminating activity: (1 hour)

- Drawing from their notes, ask students to write an essay expressing their own opinions and experiences in response to the following question and quote from the online exhibition resources:
  - What artifacts would you leave behind to tell your story?
  - "We have to understand that heritage is not something from the past, or that it should stay there, but that it is part of us. It makes us what we are." Andrea Sales, Costa Rica.
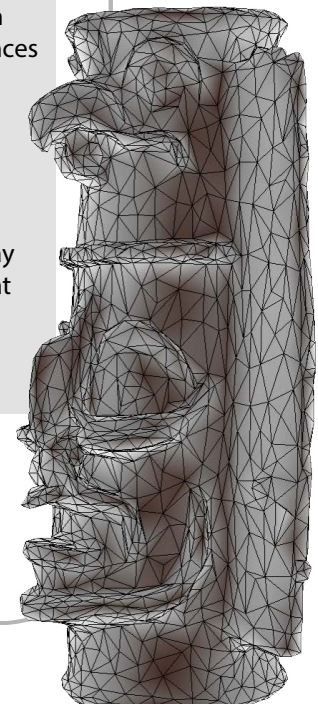
Artifact 091819

21st Century Skills Connections:

- *Life Skills and Career Skills*
  The skills that will be targeted for development in this area are:
  - Flexibility and Adaptability
  - Initiative and Self Direction
  - Social and Cross-Cultural
  - Productivity and Accountability
  - Leadership and Responsibility

- *Information, Media, and Technology Skills*
  The skills that will be targeted for development in this area are:
  - Information Literacy
  - Media Literacy
  - ICT Literacy

- *Learning and Innovation*
  The skills that will be targeted for development in this area are:
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration

11th & 12th Grade Common Core Standards –Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 *(http://www.corestandards.org/ELA-Literacy/ RH/11-12/7/)* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
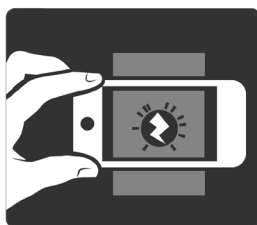
CCSS.ELA-Literacy.RH.11-12.8 *(http://www.corestandards.org/ELA-Literacy/ RH/11-12/8/)* Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 *(http://www.corestandards.org/ELA-Literacy/ RH/11-12/9)* Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
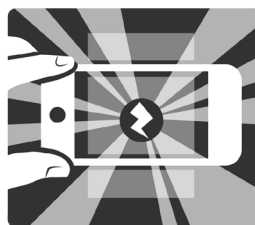
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