

Visions of America

All Stories, All People, All Places

Library and Museum Youth Programming Manual

A project of the **Institute of Museum and Library Services** and **PBS Books**,
VISIONS OF AMERICA is offered in celebration of the U.S. Semiquincentennial
(America250).

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About

A project of the **Institute of Museum and Library Services** and **PBS Books**, VISIONS OF AMERICA is offered in celebration of the U.S. Semiquincentennial (America250).

VISIONS OF AMERICA: ALL STORIES, ALL PEOPLE, ALL PLACES, a new film and virtual conversation series from the Institute of Museum and Library Services and PBS Books, explores our diverse nation with a profound interest in the stories, people, and places that have contributed to the America we live in today.

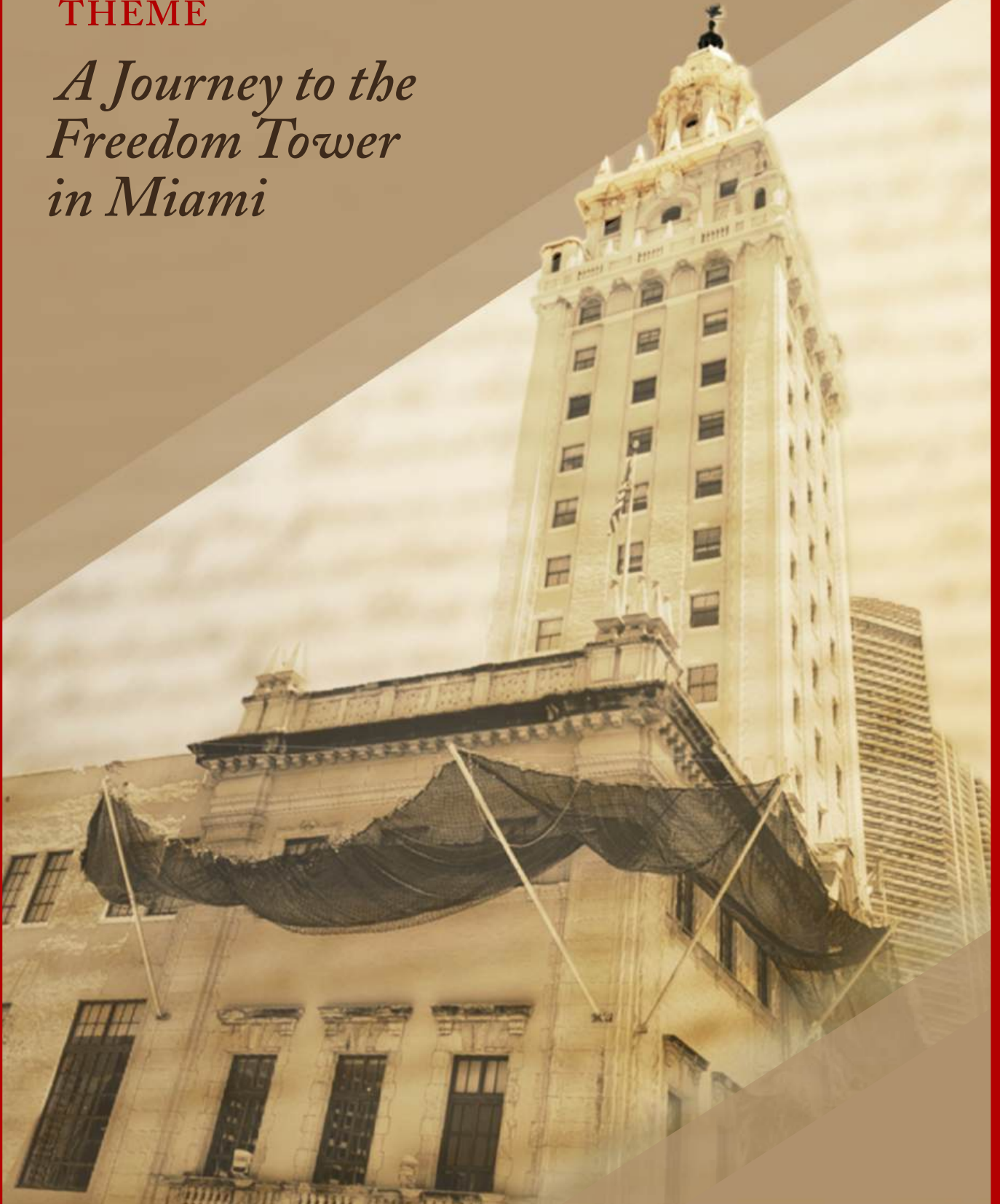
VISIONS OF AMERICA: ALL STORIES, ALL PEOPLE, ALL PLACES, hosted by Institute of Museum and Library Services Director Crosby Kemper, explores our great nation and uses its diverse communities and their stories through the collection of museums, libraries and historians to tell some of the lesser-known stories that have flown under the radar in our shared legacy of American Independence. Over the course of 3 half-hour episodes, the program journeys to different historical sites throughout the nation for conversations that will tell the engaging but sometimes hidden stories that resonate with where we are at as a nation today, and maybe give some insight and inspiration on how we got here. But history doesn't just exist in a museum. Each episode will also venture out into the cities these institutions call home to delve further into what makes each of these communities so important to our national identity, all with the help of local historians who know the stories of their community better than anyone.

In addition to the film series, VISIONS OF AMERICA includes virtual conversations and supplemental author interviews that explore the powerful role of museums, libraries, and American citizens in modern society. You can explore the entire series at VisionsofAmerica.org.

This programming manual serves to engage youth with VISIONS OF AMERICA. Two lesson plans are provided for each of the four primary episodes, one for ages 5-9 and one for ages 10-13. Each lesson plan provides tie-ins to its respective episode and suggested reading materials. Clips from each episode are included in the lesson plans, so you and your program attendees can enjoy the topics covered in each episode in a condensed way. This guide includes source citations - and that a full list of sources is available at the end of the guide.

THEME

A Journey to the Freedom Tower in Miami



A Journey to the Freedom Tower in Miami

Stories of Cuban Migration

The Freedom Tower (or Torre de la Libertad) in Miami has graced the city's skyline for nearly a century, but it wasn't until it played a crucial role in hosting Cuban refugees, who fled their home country in the wake of the Cuban Revolution in 1959, that it became an important national landmark. Learn about personal stories of Cuban migration and explore Cuban culture.

[Watch Video](#)

Programming Tie-Ins

- National Immigrant Heritage Month (June)
- World Refugee Day (mid-June)
- National Hispanic Heritage Month (September 15-October 15)
- Cuban Culture Day (October 20)
- International Migrants Day (December 18)

Activities:

Background: Exploring Cuban-American Artists

Carmen Herrera was an abstract painter and sculptor. She was born in Havana, Cuba on May 30, 1915. She and her brother took art lessons from artist Federico Edelmann y Pinto. After studying architecture in college, she moved to New York with her husband in 1939. Herrera spent decades trying to find recognition for her groundbreaking style of modern art, which featured experimental uses of geometry, colors, and materials. She once said, "A Latin woman, painting in the manner that I did, stood no chance." She sold her first painting at the age of eighty-nine. After that, her fame and recognition grew, and her works were featured in many museums. Herrera created art every day well into her early 100s; she died at the age of 106 (Alexander). ([Click here for more information](#))

Virtual Field Trip

Take a virtual field trip to the Museum of Modern Art (MoMA) and the Whitney Museum of American art, both located in New York to explore the work of Carmen Herrera.

- [Carmen Herrera MoMA virtual exhibit](#) (Museum of Modern Art)
- [Carmen Herrera Whitney Museum virtual exhibit](#) (Whitney Museum)

If you would prefer an analog approach, print out several paintings as examples and display them around your programming space.

Virtual Field Trip Discussion Questions

During the virtual field trip, discuss the artist's use of shape and color to convey meaning.

Potential discussion questions:

- What do you see when looking at this piece?
- What do you feel when looking at this piece?
- What do you think the artist, Carmen Herrera, is saying?
- The title of this piece is [insert name of the piece you are discussing here]. How does that change what you think the artist is saying?

Activity for ages 5-9: Geometric Art

After discussing Carmen Herrera's life and art, create artwork of your own in her style!

Geometric Modern Art

Supplies:

- Construction paper in solid, bold colors
- Glue sticks
- Shapes (in one or more of the following formats depending on age group)
 - Self-adhesive foam shapes
 - Geometric die-cut shapes
- Music player and speakers
- The Visions of America Miami episode playlist of [Cuban American composers and musicians linked here](#)
- Wax paper to keep the art safe while it travels home with the youth

Instructions:

1. Have all children write their name on the paper and then flip their paper over.
2. Inspired by Carmen Herrera's artwork (have a sample of Carmen's work and a sample art we provided), encourage the youth to explore different arrangements and color combinations by moving the various shapes around their paper.
3. Encourage the youth to look at how the negative and positive space changes as one shape is moved across the paper.
4. Once the youth is happy with the composition of their artwork, instruct them to stick or glue the shape on the paper.

5. Remind them that artists always revise their work, so it is okay to alter the position of a shape as they glue their shapes to the paper/stick their self-adhesive shapes to the paper. There are no mistakes in art!
6. Create a gallery display of all the art.
7. If there is time, ask youth to discuss their artwork, including but not limited to:
 - a. Title
 - b. Color usage
 - c. Message they are trying to convey
 - d. The most challenging (or hard part) about the art-making process
 - e. Their feeling/emotions during the art-making process
8. Ask the artists to discuss positive observations about each other's work. (Does your library have established youth program community norms? If not, what are some of the things that everyone agrees on to make a positive learning environment? e.g., only positive comments and the ability to pass if the person is not comfortable talking.)

Activity for ages 10-13: Geometric Painting

After discussing Carmen Herrera's life and art, create artwork of your own in her style!

Geometric Modern Art

Supplies:

- White paper (preferably 120 lb.) or blank canvas board
- Colored pencils
- Masking tape
- Acrylic paint in bright, bold colors (or tempera)
 - White, black, yellow, orange, green, red, blue, pink, purple
- Objects in various shapes (to be used for tracing)
 - Examples: empty cups, coffee cans, tissue boxes
- Paintbrushes
- Music player and speakers
- [The Visions of America Miami episode playlist of Cuban American composers and musicians linked here](#)

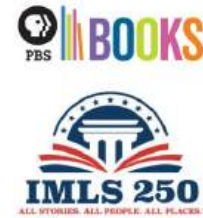
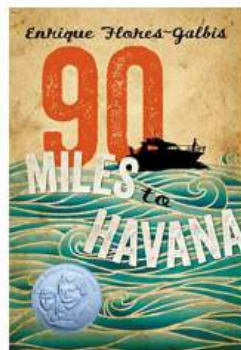
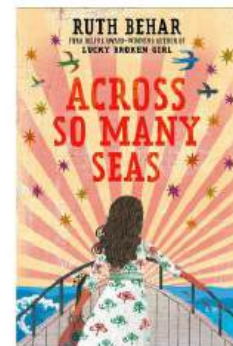
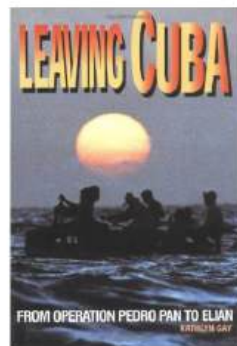
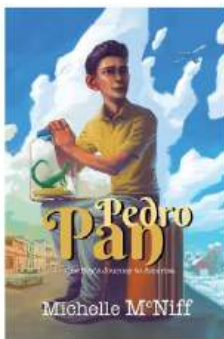
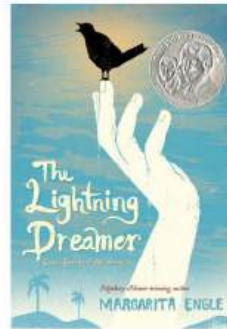
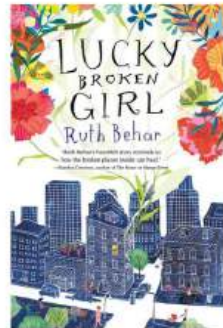
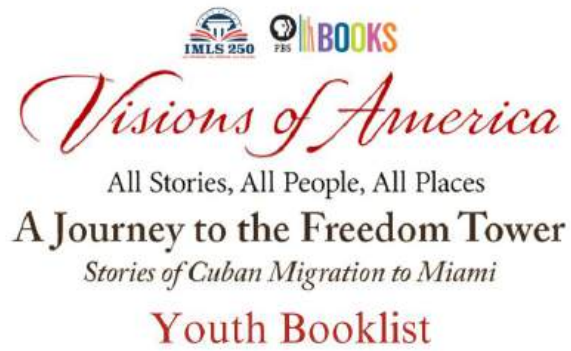
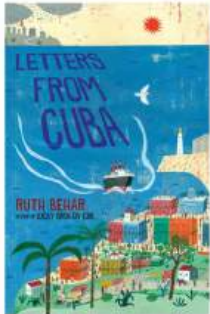
Instructions:

1. Turn on the Cuban American composers playlist linked above.
2. Using Carmen Herrera's work as an example of geometric art, have the students use the white paper and colored pencils to sketch out what they would like their own painting to look like.

3. Once they have settled on an initial design, have them use the masking tape to tape off lines and shapes on the canvas. They can also use the pencil and one of the objects you have provided to trace shapes on the canvas.
4. Then have them outline and paint the shapes they have created along with the background of the painting.
5. Don't forget to have them sign their painting and give it a title!
6. Create a gallery display of all the art.
7. If there is time, ask youth to discuss their work, including but not limited to:
 - a. Title
 - b. Color usage
 - c. Message they are trying to convey
 - d. The most challenging (or hard part) about the art-making process
 - e. Their feeling/emotions during the art-making process
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A Journey to the Freedom Tower in Miami

Youth Booklist



THEME

*Exploring the
Wing Luke Museum
in Seattle*



WING LUKE
MUSEUM

Exploring the Wing Luke Museum in Seattle

Stories of the Asian Pacific American Experience

The Wing Luke Museum, located in Seattle's Chinatown-International District since 1967, has been home to the only pan-Asian community-based U.S. museum, and focuses on art, history, and culture of Asian Americans, Native Hawaiians, and Pacific Islanders (AAPI). Learn about the rich AAPI culture through art and personal stories, the resilience of Japanese Americans during the internment of World War II, and the history of the city's Chinatown-International District.

[Watch Video](#)

Programming Tie-Ins

- Asian American Pacific Islander Heritage Month (May)
- National Immigrant Heritage Month (June)
- Filipino American History Month (October)
- Nisei Week (Mid-August)
- Day of Racial Healing (January 17, 2023)
- Japanese American Day (January 30)
- Day of Remembrance for Japanese Americans (Feb 19)
- Seattle History and/or Pacific Northwest History
- Elections (typically May and November)

Virtual Field Trip

Take a virtual field trip to the [Wing Luke Museum in Seattle](#) (Wing Luke)

Activities

Background: Groundbreaking politicians Wing Luke and Gary Locke

In this Visions of America episode, we learn about two Asian American politicians: Wing Luke and former Washington governor Gary Locke.

Wing Luke was born in China in 1925. He and his family immigrated to the United States in 1925; they arrived in Seattle in 1931. Wing Luke became the first person of color elected to the Seattle City Council; this election also made him the first Asian American to serve in public office in the Pacific Northwest. Luke's work in passing open housing laws led to the establishment of the Seattle Human Rights Commission. Luke tragically passed away in a plane

crash in 1965 when he was 40 years old. However, his legacy and impact did not end there. The Wing Luke Memorial Foundation and the Wing Luke Museum were founded after his death. He also motivated and galvanized the next generation of political leaders, including former Washington governor Gary Locke, who has said his political career was inspired by Wing Luke (Wing Luke Museum). ([Click here for more information on Wing Luke](#))

Gary Locke was Washington's 21st governor—the first Chinese American governor in United States history. Gary Locke is a third generation Chinese American. A former Eagle Scout who grew up in public housing in Seattle, Locke attended Yale, then received a law degree from Boston University. He was elected to Washington's House of Representatives in 1982, was elected to the office of governor in 1996, and was re-elected as governor in 2000. His political career became national in 2009 when he served as the United States Secretary of Commerce in 2009. From 2011 to 2014, Locke served as US Ambassador to China (National Governors Association). ([Click here for more information on Gary Locke](#))

Activity for ages 5-9: Book Election

After discussing the work of Wing Luke and Gary Locke, have the students create a book campaign for young people to advocate for their favorite book. Have a book election!

Time: 1 hour (with possible extension)

Supplies:

- Poster board
- Markers
- Paint daubers
- Stickers
- Scissors
- Glue sticks
- Some type of voting tokens (tickets, plastic coins, etc.)
- Voting token receptacles (one for each child)
- Plastic tablecloth
- Balloons filled with air
- [Wing Luke Museum's Spotify playlists](#)

Instructions:

In this activity, the children will create a campaign for a favorite book, then hold an election to choose the winning book.

1. Before the program, set up the balloon drop. Blow up the balloons, then tape a plastic tablecloth to the wall or ceiling and fill it with balloons.

2. Give the children time to choose a favorite book. (5-10 minutes)
 - a. If you are in a library, give them 5-10 minutes to choose the book they want to win in the election as the best children's book. If you are not in a library or somewhere students can choose a physical book, give them 5 minutes to brainstorm a book, then print off the covers of the books they choose. You can use the time the children are working on their campaign posters to do this. Hand out the respective covers to each student.
3. The children will then make their campaign sign on the poster board. (25 minutes)
 - a. They can decorate the poster board however they like, but it should convey something about the book. For example, they could draw the cover or recreate illustrations. They could draw characters or scenes from the book. They could write quotes from the book. This is their opportunity to show why they love the book and what they enjoy about it!
 - b. The one thing the campaign poster must include is a slogan for the book—a one sentence catchy saying that they use to get others to vote for their book as the winner. Use Wing Luke's campaign slogan "You are not electing a platform but a councilman" as an example (Wing Luke Museum).
 - c. While they work, turn on the [Wing Luke Museum's Spotify playlists](#)
4. Have the children set up their posters around the room. Place a voting token receptacle next to each poster. If it is available, have them place a physical copy of the book by their poster. Otherwise have them place a printed copy of the book cover by their poster.
5. Give each child a voting token.
 - a. One option to prevent there being a multi-way tie is to tell the children they cannot vote for their own favorite book.
6. Voting time (10-15 minutes)
 - a. Have the children circulate the room, looking at each poster.
 - b. They must look at all book campaign posters before voting.
 - c. They then place their voting token in the receptacle next to the book they want to vote for.
7. Tally the votes by counting the tokens in each receptacle.
8. Count back from 10, then unveil the winning book, and release the balloon drop.
9. Give the children time to check out any of the books on display.

Activity extension:

1. Give the students the entire program time to make their campaign sign with a slogan.
2. After the program concludes, set up a display with the campaign signs and their respective books.

3. Type up simple ballots featuring each of the selected books.
4. Place the blank ballots on the book campaign display, along with pencils and a single voting receptacle and instructions for voting on which book should win. If you are in a library, make sure the instructions include the fact that patrons can check out any of the books.
5. Run the voting for a week (or however long the gap is between programs), then announce the winner at the next program. Provide a celebratory snack and/or gift such as stickers to all the children.
6. Announce the winner with a balloon drop: blow up balloons, then tape a plastic tablecloth to the wall or ceiling and fill it with balloons. Count back from 10, then unveil the winning book, and release the balloon drop.

Activity for ages 10-13: The Art of Gaman: Making beauty from found objects—inspired by Japanese American art made in internment camps.

Background: In February 1942, 122,000 Japanese Americans on the west coast of the United States were ordered to internment camps. They were forced to leave their homes and the majority of their assets, belongings, and beloved pets. The living conditions in the internment camps were harsh, austere, and desolate. The Japanese Americans forced to the camps sought beauty, creativity, and connection. They brought joy and beauty into these bleak spaces by creating art, crafts, and essential everyday items such as furniture, instruments, and toys with objects and scraps they found around them. Creating this art was a manifestation of gaman, which is a Japanese word that means “to bear the seemingly unbearable with dignity and patience” (Smithsonian American Art Museum).

At the same time that they and their families were being treated like enemies in their own country, many young Japanese American men enlisted in the military to serve the United States in World War II. The 100th battalion and 442nd Infantry Regiment was almost entirely Japanese American soldiers; it became the most highly decorated regiment in United States History.

[\(Click here for more information\)](#)

Supplies:

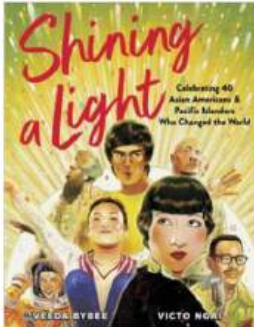
- Glue
- Tape
- Air dry clay
- A variety of objects you have access to, for example:
 - Tin foil
 - Paper scraps

- Buttons
- Bottle caps
- Corks
- Fabric pieces
- Toothpicks
- Wooden dowels
- Paints
- Yarn
- Thread
- Paper plates and bowls
- Anything else you can find or think of!
- [Wing Luke Museum's Spotify playlists](#)

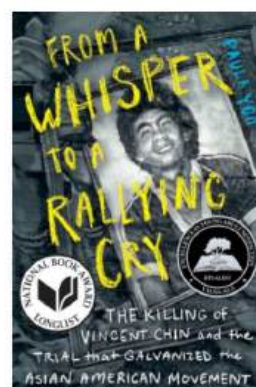
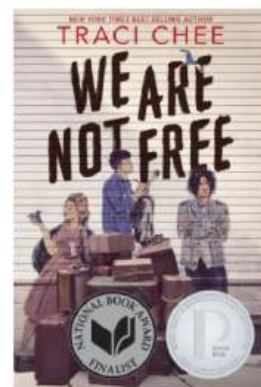
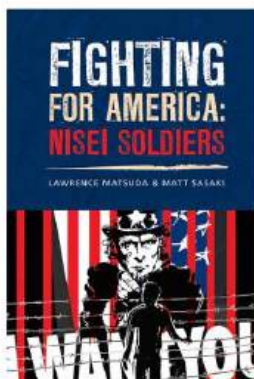
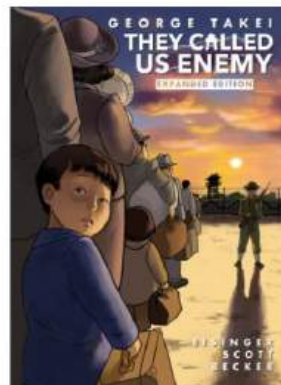
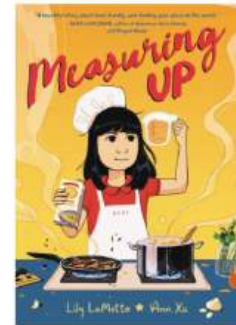
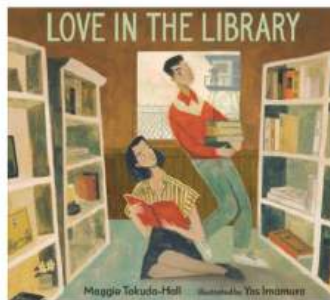
Instructions:

1. After discussing the art of gaman and how Japanese Americans embodied gaman in internment camps, have each youth decide what type of art or craft they would like to create.
 - a. A game? A piece of art? A useful tool? An invention?
2. Have them sketch out what they would like to create.
3. While they work, turn on the Wing Luke Museum's Spotify playlists.
4. Have them look at what found objects are available and think about how they can create something out of those supplies.
5. Give them time to create!
6. Have them talk about what they have created.

Exploring the Wing Luke Museum in Seattle Youth Booklist



Visions of America All Stories, All People, All Places Exploring the Wing Luke Museum in Seattle *Stories of the Asian Pacific American Experience* Youth Booklist



For more outstanding books
curated by the Wing Luke Museum,
visit
www.wingluke.org/readinglists



THEME

Discovering 18th & Vine in Kansas City



Discovering 18th & Vine in Kansas City

Stories of African Americans History and Culture

18th & Vine has been the heart and soul of the African American community in Kansas City, bolstering the American dream of freedom and equality. A vibrant center of African American culture, it is the home to important historic sites like the Negro Leagues Baseball Museum (NLBM) and the American Jazz Museum. Discover the impact of the Great Migration and the discriminatory practices that led to a vibrant African American community of thriving arts, sports, and culture.

[Watch Video](#)

Programming Tie-Ins

- African American History Month (February)
- Jazz Appreciation Month (April)
- Day of Racial Healing (January 17, 2023)
- Jackie Robinson Day (April 15)
- National Baseball Day (April 22)
- International Jazz Day (April 30)
- Baseball Fans Day (August 12)
- Programming and discussions on the Great Migration

Virtual Field Trip

Take virtual field trips to:

- [The American Jazz Museum](#) (American Jazz Museum)
- [Negro Leagues Baseball Museum](#) (Negro Leagues Baseball Museum)

Activities:

Activity for ages 5-9: Create a banjo

Background:

We can thank African Americans for the banjo! This wonderful instrument is closely linked to African American history. The banjo was invented by enslaved people from Africa in early America and the Caribbean. The history of the banjo can be traced back to the 1600s and has its earliest ties to West African cultures and traditions. African Americans merged European

musical styles with West African musical styles to create this instrument that is central to many styles of American Music (Smithsonian). ([Click here for more information](#))

Supplies:

- 2 paper plates (the sturdier and more durable with thicker rims, the better) for each child
- Scissors
- 3 rubber bands for each child
- 1 paint stirrer, ruler, or other long, rectangular stick for each child
- Glue gun
- Stapler
- Decoration materials: stickers, markers, crayons, colored pencils
- [American Jazz Museum playlists](#)

Instructions:

1. Discuss the history of the banjo with the youth.
2. Turn on the American Jazz Museum Spotify playlists while the youth work.
3. Have the youth decorate one paper plate each.
4. Put the three rubber bands around the paper plate, creating the three banjo “strings” on the front side of the plate.
5. Staple or glue the second plate to the back of the first plate, sandwiching the rubber bands between the two plates.
6. Glue the paint stirrer or ruler to the middle of the back of the plates to create the handle.
7. Have the youth play their banjos!

Activity for ages 10-13: Create art inspired by the life and work of African American artist and baseball player Romare Bearden**Background:**

Romare Bearden lived a life of service, creativity, and integrity. He was born on September 2, 1911, in Charlotte, North Carolina. As a teen, he received drawing lessons from a neighbor. In 1931, Bearden met Elmer Simms Campbell, who was the first African American cartoonist for places such as the New Yorker. While in college, Bearden worked as a cartoonist and an art editor and published cartoons for the NAACP journal, The Crisis. After transferring from Lincoln University to Boston University, he then graduated from New York University with an education degree (Romare Bearden Foundation).

Bearden played in a semi-pro African American baseball team called on the Boston Colored Tigers and played exhibition games against such Negro Leagues Baseball teams as the Kansas City Monarchs. Bearden was such a talented pitcher that in the early 1930s, Major League Baseball offered him a playing position (Parham). However, the offer came with one condition: that Bearden, who had light skin, pretend to be a white—a concept known as “passing.” Bearden refused to betray his people (Smithsonian Institute). He rejected Major League Baseball’s offer. In 1942, Bearden enlisted in the Army and served in the 372nd infantry division, which was an all African American unit.

For three decades until the 1960s, Bearden was a social worker who created his art on nights and weekends. His art became recognized globally. He became especially known for his stunning collages. His artistic knowledge and expertise were so deep that he received a grant to coauthor the book *A History of African-American Artists: From 1792 to the Present*. ([Click here for a timeline of Romare Bearden's life](#); [Click here for more information about Bearden's contributions to baseball](#)).

Supplies:

- Magazines
- Newspapers
- Discarded books
- Scissors
- Glue
- Construction paper
- Canvases or cardstock (depending on your budget)
- Wax paper (to cover finished paintings so they can be transported safely)
- [American Jazz Museum playlists](#)

Instructions:

1. Take a virtual tour of Romare Bearden’s art and talk about his life:
 - a. [Jazz. Kansas City - New Orleans Museum of Art](#)
 - b. [COLLAGES - Bearden Foundation](#)
 - c. [Jazz 1930s - The Savoy – Works – The Nelson-Atkins Museum of Art](#)
 - d. [Romare Bearden: Ideas to Realization - - Publications - DC Moore Gallery](#)
2. Show the youth images of Bearden’s art.
3. Have the youth discuss it.
 - a. What do they notice when they look at the art?
 - b. How does Bearden use collages to convey meaning?

- c. What do you see when looking at this piece?
 - d. What do you feel when looking at this piece?
- 4. Put away Bearden's art and have the youth prepare to make their own collages.
- 5. Turn on the American Jazz Museum Spotify playlists while they work.
- 6. Have the youth think about what they would like their art to say.
 - a. What types of words and images will they look for?
 - b. What do they want people to see and feel when looking at their creation?
- 7. Have the youth cut out the images and words that spark connection for them.
- 8. Have the youth arrange the cutout images on their canvas or cardstock until they come up with an arrangement they like.
- 9. Once they have an arrangement they like, have them glue the pieces down.
- 10. Don't forget to have them sign their art!

Discovering 18th & Vine in Kansas City
Youth Booklist



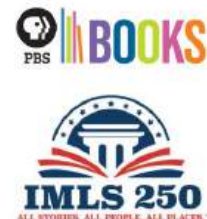
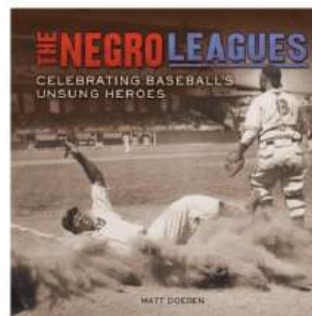
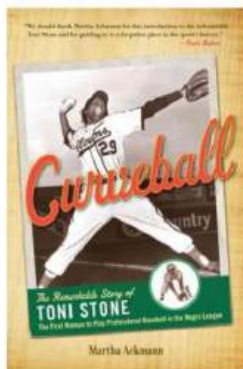
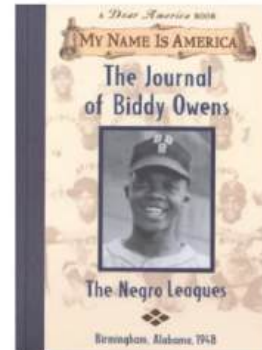
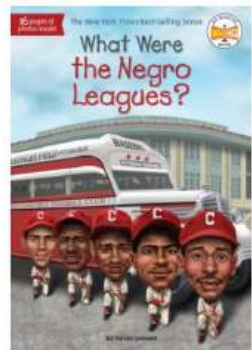
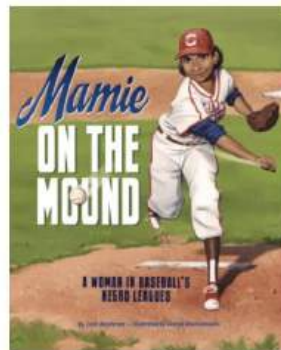
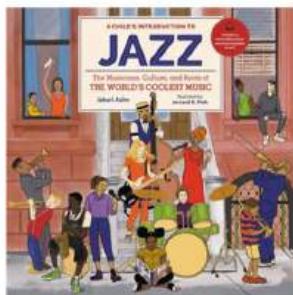
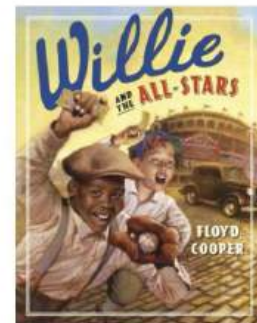
Visions of America

All Stories, All People, All Places

Discovering 18th & Vine in Kansas City

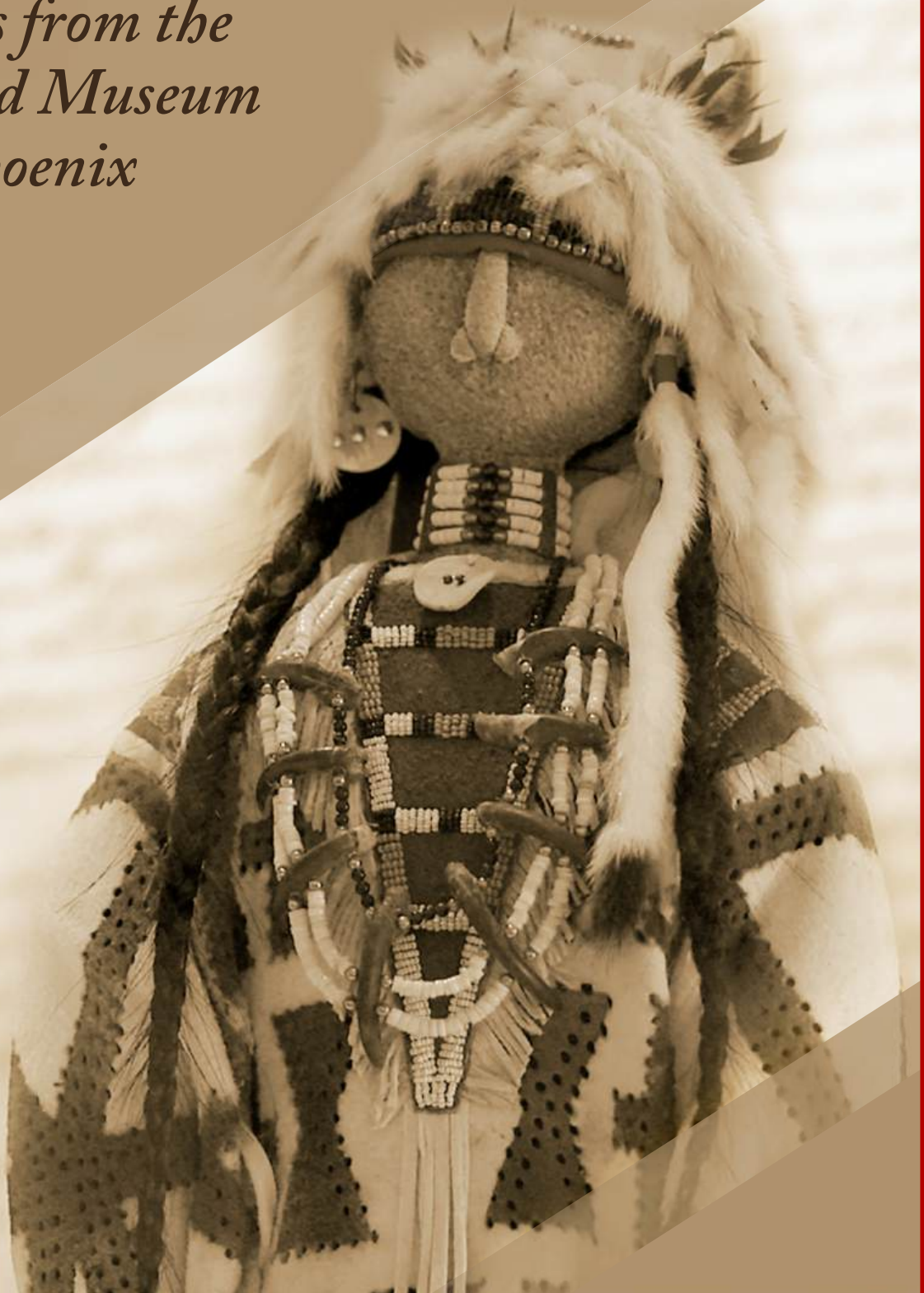
Stories of African American History and Culture

Youth Booklist



THEME

*Voices from the
Heard Museum
in Phoenix*



Voices from the Heard Museum in Phoenix

Stories of First Americans

The Heard Museum in Phoenix highlights Indigenous creativity from traditional artworks to contemporary creations. This episode celebrates Native American history, culture, and present-day policy, with a focus on amplifying under heard stories. It explores Indigenous stories of arts, culture, and sports, Native American citizenship and tribal sovereignty, and the changing (and important) place of Native Americans in history. IMLS Director Crosby Kemper tours the Heard Museum with its Director and CEO David Roche to discuss the museum's role as a central asset in telling and preserving American Indian history and culture.

[Watch Video](#)

Programming Tie-Ins

- World Art Day (April 15)
- American Artist Appreciation Month (August)
- Indigenous Peoples Day (October)
- Native American Heritage Month (November)

Virtual Field Trip

Take a [virtual field trip to the Heard Museum](#)

Activities:

Background: Indigenous Creativity

The Heard Museum in Phoenix, Arizona celebrates Indigenous creativity. Indigenous means the first people to live in a place. Indigenous Peoples have been scientists, artists, storytellers, and engineers for thousands of years. In these programs, we learn all about how Indigenous People are scientists by talking about the first Native American astronaut, John Harrington, who is Chickasaw, the first Native American woman astronaut Nicole Aunapu Mann, who is Wailacki of the Round Valley Indian Tribes, and aerospace engineer Mary Golda Ross, who was Cherokee. Inspired by these Indigenous scientists, astronauts, and space explorers, we will conduct science experiments. We will also explore Native American art at the Heard Museum and create our own space-themed art!

Background Activities:

- Watch this brief cartoon from CBC Kids News: [The Word Indigenous Explained](#)
- [PBS News Hour: Learn about John Herrington, the First Native American in Space](#)

Read aloud Books:

- *Mission to Space* by John Herrington
- *Nicole Aunapu Mann: First Native American Woman in Space* (Gateway Biographies) to be published August 1, 2024
- *Classified: The Secret Career of Mary Golda Ross, Cherokee Aerospace Engineer* by Traci Sorell

Activity for ages 5-9: Stranded Planet Activity and Space Art

Stranded Planet

Supplies:

- Worksheet (click here to download worksheet PDF)
- Markers
- Colored pencils
- Pencils
- Assorted miscellaneous supplies such as:
 - Foil
 - Modeling clay
 - Paper clips
 - Cardstock
 - Scissors
 - Cups
 - Buttons
 - Yarn
 - Thread
 - Paper
 - Rocks
 - Cupcake wrappers
 - Anything else you can think of!
 - [Voices from the Heard Museum Spotify playlist](#)
 - Stranded planet worksheets
 - Writing and coloring utensils for stranded planet worksheets

Instructions:

1. Planet creation (30 minutes)
 - a. Hand out the stranded planet worksheets
 - i. Using the worksheets, they will create a planet. Is it a desert planet? Tropical? Is it all ocean? What sort of creatures live there? Is there oxygen?
 - ii. They will answer all of these questions, designing their own planet.
 - iii. While they work, play the [Voices from the Heard Museum Spotify playlist](#)
2. Planet survival
 - a. Then, each child will exchange their worksheet with another child.
 - b. Tell the children they have each been stranded on the planet on their worksheet. They need to figure out how to survive!
 - c. Using the supplies you have given them, they will create shelter, tools, and/or even a spacecraft to get them home.

Stranded Planet Worksheets for Ages 5-9 Activity



Stranded Planet



NAME OF YOUR PLANET:

**MOST INTERESTING THING
ABOUT YOUR PLANET:**

**WHAT IS THE CLIMATE? (DESERT? ALL OCEAN?
FOREST? JUNGLE? ICE? A COMBINATION OF
DIFFERENT CLIMATES?)**

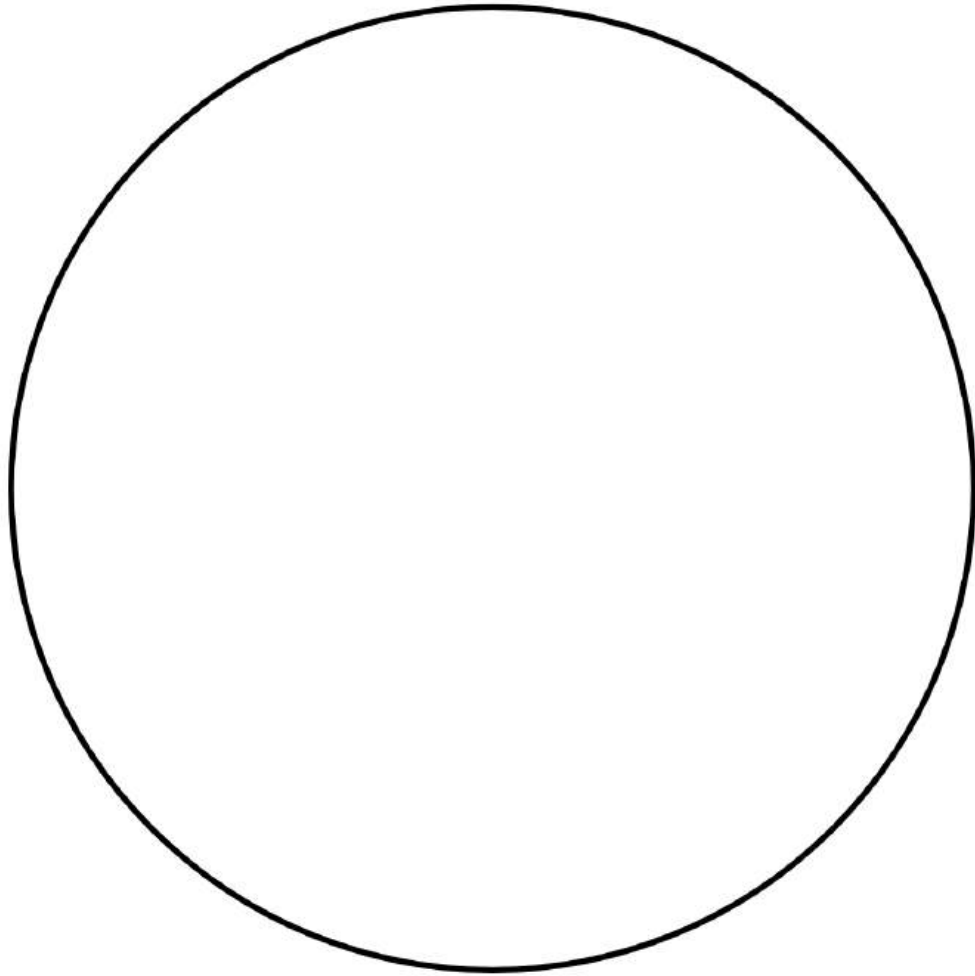
**WHAT ARE THE
PEOPLE/ALIENS ON YOUR
PLANET LIKE?**

WHAT ARE THE PLANTS AND ANIMALS LIKE?

**WHAT ARE YOUR PLANET'S RESOURCES (THE
THINGS THAT ARE HELPFUL AND USEFUL)**

**WHAT ARE YOUR PLANET'S DANGERS?
(EXAMPLES: POISONOUS AIR, DANGEROUS ANIMALS, VOLCANOES)**

**Draw a map of
your planet**



Activity for ages 10-13: Space Art

Background

Alison Bremner is a Tlingit artist who uses her cultural traditions to create art in mediums such as wood carving, regalia, digital collage, and painting. In 2000, a Tlingit carved bear mask was taken aboard a Russian spacecraft to the International Space. This sparked Alison's imagination and she wondered about what the bear experienced and who it encountered while it spent four months in space orbiting Earth. She turned these ponderings into a painting entitled Space Bear (Steinbrueck Native Gallery). [Images of the painting can be found here](#). More [information about Alison, along with her other paintings can be found here](#) (Bremner).

Supplies:

- Canvas board, canvas or watercolor paper
- Magazines and/or newspapers for collages
 - Choose options with a variety of images: animals, food, landscapes, etc.
- Glue
- Paintbrushes
- Paints (acrylic or watercolor)
- Wax paper (to cover finished paintings so they can be transported safely)
- [Voices from the Heard Museum Spotify playlist](#)

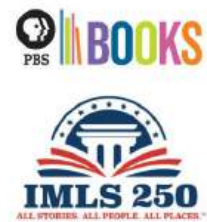
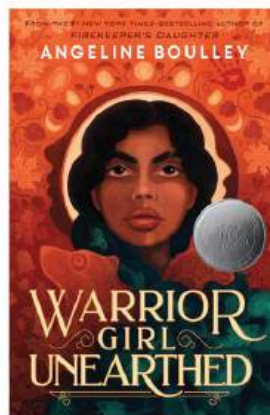
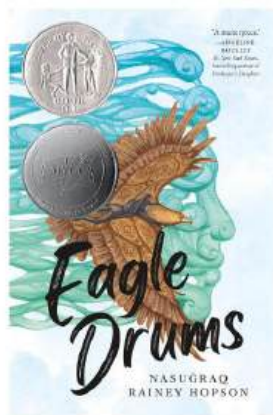
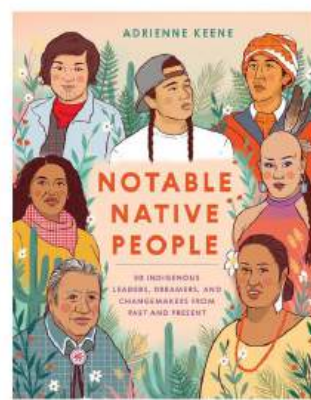
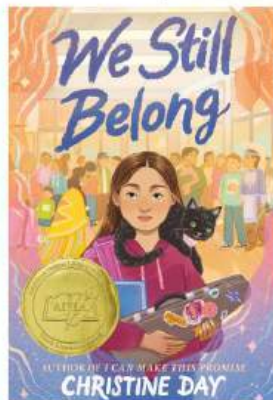
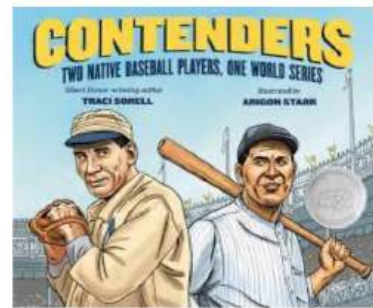
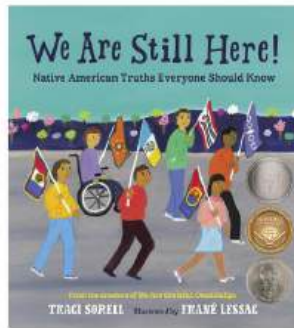
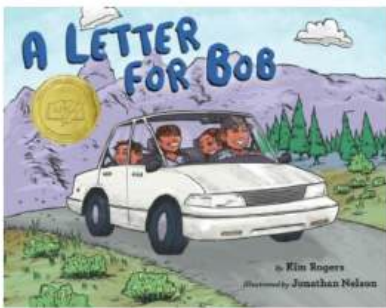
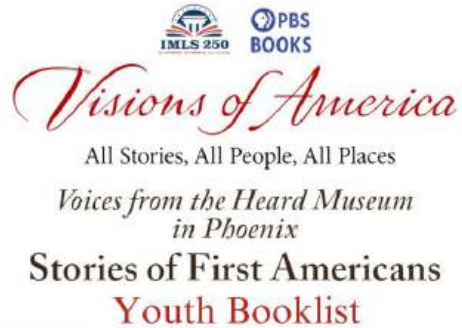
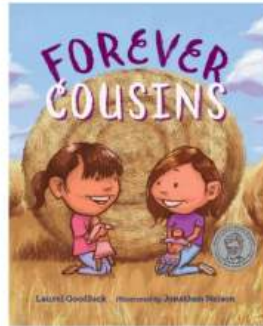
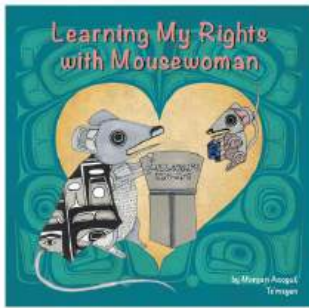
Instructions:

1. Show the youth the painting and discuss its inspiration and creation.
2. Have youth brainstorm what one object represents them, their family, their community, or their culture that they would send on a space shuttle.
3. Play the Voices from the Heard Museum Spotify Playlist while the youth work.
4. Have them look through the magazines or newspapers to find image(s) that resemble that item. They will then cut out those images.
5. They glue the images to their canvas or watercolor painting.
6. After their image has been glued, they paint around it.
7. Make sure they name their artwork and sign their name on it.
8. You can display their art like a gallery or the youth can take the paintings home.

Other Indigenous-centered and space-themed programming resources:

- Indigenous story-based lesson plans [From the Earth and Beyond](#) (Chavez)
- [Indigenous Reads Rising](#) (We Need Diverse Books)
- [Story Time from Space](#) (Global Space Education Foundation)

Voices from the Heard Museum in Phoenix Youth Booklist



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