



## Youth Access Grant Notebook

Greetings from the Smithsonian!

This guide is designed to be a central resource as you consider, plan for and oversee the Youth Access Grant project in your state.

We are very excited about the potential these projects have to not only produce top notch digital interpretive projects and original research, but also to foster in your communities a deeper, richer sense of their local history. In turn, hopefully this will build long lasting connections between Youth, teachers, local cultural centers and the Smithsonian Institution. We look forward to working with you!

Best Wishes,

Stories from Main Street Team

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## Project Description

Created by the Museum on Main Street (MoMS) program within the Smithsonian Institution Traveling Exhibition Service (SITES), the Stories from Main Street (SfMS) project is an educational initiative designed to increase youth and educator awareness of local cultural resources and to equip youth with the “real world” skills used in higher education and the 21st century workforce.

The Stories from Main Street project will enable youth to...

- Discover the richness of their local history
- Conduct research
- Construct a historical narrative
- Improve technological skills

We believe that the best projects are the result of genuine youth interest, dialogue and intentional choice.

## Community Project Coordinator

Overall Tasks: Manage project logistics at the local level, bringing youth, educators, host venue and other project leaders into collaboration to complete student projects. As the central contact point in each community, the Community Project Coordinator ensures the timely submission of required deliverables to SITES and that challenges and/or questions are addressed promptly.

### Activities

1. Attend kick off meeting
2. Collaborate with educators to create project plan/schedule
3. Manage community involvement in project including scheduling of oral history interviews, the community discussion event, and planning for any special events
4. Ensure Host Venue signs and submits Purchase Order
5. Review and Plan for local project evaluation activities
6. Identify local photographer and submit project photographs as required
7. Maintain Project Log
8. Attend monthly update meetings with SITES Project Coordinator

# Technology Leader

Overall Tasks: Determine the technology needs of the host venue and identify technology purchases, overseeing financial record-keeping and installation. Train youth, educators and host venue staff on how to use the purchased technology, providing additional assistance as needed over the course of the project.

## Activities

1. Project Kick-Off Meeting
2. Maintain Technology Log: This will help identify the needs of each community and what technology purchases should be made.
3. Complete Technology Plan/Budget Justification: Work with SfMS project coordinator and project leaders to develop the list of technology purchases and outline how the purchase will contribute to the completion of the projects.
4. Assist with Technology Purchases: The technology leader will work closely with each community to make sure the correct purchases are made and that all documentation needed for reimbursement is included.
5. Attend Educator Training Workshop: Prepare a short training session in which educators can learn how to operate the technology equipment.
6. Provide Assistance: In the case of technical trouble.
7. Assist with Preparing Projects for Final Upload: The technology leader will assist youth and educators with the upload of their projects to the chosen blog and device for project display in the exhibit.
8. Participate in the project evaluation process.

# Educator

## Activities

1. Educator Training Workshop: The community project coordinator will be in charge of coordinating the training workshop in your community.
2. Create a Project Plan: Figure out your project plan and how it will fit into your schedule.
3. Send youth home with copies of each release form for their parent/guardian to sign, ensure that these are submitted to the community project coordinator.
4. Youth Activities
  - Host Venue Orientation: At the host venue visit, youth will learn the basics about conducting research at a cultural center and what research resources are available to them in their community and via the internet.
  - Conducting research at host venue or other cultural organizations: Projects should include a combination of visual and textual research to support the project narrative.
  - Interview members of their community: Youth will need training in how to develop interview questions, and how to conduct oral history interviews.
  - Create a Digital Interpretive Project: See the attached project rubric for more details as to how the projects will be reviewed. In general projects should meet four basic criteria:
    - i. The projects are created using technology.
    - ii. The projects are edited/curated in order to give the content context and to shape the narrative the youth is wanting to convey.
    - iii. The project contains both visual elements and interpretive text.
    - iv. The project must be uploaded onto the SfMS blog.

As long as the project meets these criteria, the sky is the limit! Have the youth think outside the box whenever and pursue topics that interest them.
  - Upload the Project: Youth should upload their own projects whenever possible. Have them write a short blog entry to accompany their project, this is a great

opportunity to have them reflect on their project experience and summarize their project in a couple of paragraphs.

5. Complete Project Evaluation: This is the central part of the program. Most of the adjustments we have made are the result of educator and youth feedback.



## Our Goals, Your Benefit

<b>Technology</b>	Increased youth knowledge and hands-on use of technologies with which to use and manipulate digital technology.
<b>Research Skills</b>	Increased youth knowledge and experience in conducting research, synthesizing research to distill the main themes and content, and curating content in order to inform a public audience.
<b>Community Conversations</b>	Increased participant knowledge of their community's history and how it connects with broader national narratives.
<b>Community Connections</b>	Increased participant knowledge of and interaction with locally available research resources.
<b>Relationship Building</b>	The establishment of new collaborations between participants and the expansion of public access to both Smithsonian Institution and local resources.
<b>Professional Development</b>	Increased educator knowledge of specific ways in which to use public history in conjunction with history lesson plans, National Education Standards and 21st Century Learning Skills.

# Digital Project Rubric

## Evidence of use of range of resources - local and digital - to conduct research

- Ability to search for and synthesize information (networking)
- Use of technology to conduct research
- Ability to evaluate the reliability and credibility of different information sources (judgment; Core curriculum)

## Evidence of use of technology, with both visual images and interpretive text

- Made strategic use of digital media, visual displays and text to enhance understanding of the message
- Took advantage of technology's capacity to link to other information and display information flexibly and dynamically
- Ability to meaningfully sample and remix media content (appropriation)

## Evidence of editing and curation to provide context and shape a narrative message

- Ability to express ideas clearly and persuasively (Core curriculum)
- Ability to use evidence to support an idea
- Ability to match style of presentation to the intended audience
- Ability to match line of reasoning, organization and development of the story to the intended audience

## Evidence of collaboration

- Evidence of participating in a range of conversations and collaborations with diverse partners, representing and building on others' ideas
- Ability to pool knowledge and compare notes with others toward a common goal (collective intelligence)

## Evidence of linking local history to larger narrative of American history

- Evidence of knowledge of local history
- Ability to tie local stories and events with larger topics like immigration; work; etc.

## Definitions

**SfMS (Stories from Main Street):** An archive of stories on life in America's small towns, administered by the staff of MoMS and founded on the belief that without the documentation of the stories and experiences from small town America, the story of the American experience is incomplete. By visiting the website (<http://www.storiesfrommainstreet.org/>), or downloading the app, members of the public and community cultural centers can record and share their experiences and contribute to the expansion of this important collection.

**MoMS (Museum on Main Street):** A program within the Smithsonian Institution Traveling Exhibition Service dedicated to bringing Smithsonian traveling exhibitions to small towns across America in partnership with state humanities councils and local cultural institutions. Through complementary community programs and creative activities, MoMS exhibitions become an opportunity for the community to explore and celebrate their history and heritage. <http://www.museumonmainstreet.org/>

**SITES (Smithsonian Institution Traveling Exhibition Service):** One of the Smithsonian's four national outreach programs, SITES is dedicated to the production and traveling of Smithsonian exhibitions throughout the United States. With content produced by Smithsonian curators as well as through collaborations with outside scholars, SITES exhibitions cover a wide variety of topics that share the wealth of Smithsonian collections and research.

**Digital Interpretive Project:** Created by youth participants in the YAG project. The following formats are supported by the SfMS blog:

- Video
- Website
- Podcast
- Photo Gallery

**Cultural Center/Host Venue:** Any institution in a community whose mission supports the exploration and documentation of community history and the empowerment of local youth. This could be a museum, historical society, archives or similar.

**Public History:** According to the National Council on Public History, public history is "history put to work in the world. In this sense, it is history that is applied to real-world issues." Public historians work in a number of different professions, including "historical consultants, museum professionals, government historians, archivists, oral historians, cultural resource managers, curators, film and media producers, historic interpreters, historic preservationists, policy advisors, local historians, and community activists" amongst others. "All share an interest and commitment to making history relevant and useful in the public sphere." <http://ncph.org/cms/what-is-public-history/>

**Curatorial Skills:** The applied skills used in the curatorial field and often in other public history professions. These include:

- Advanced research skills

- Ability to write clearly and concisely
- Ability to convey complex ideas and facts in a designed space in a manner that is engaging and effective
- Organizational and project management skills
- Ability to work on a team and collaborate with outside partners and organizations to accomplish a task

**Educator:** Any community member that will be working directly with youth to help them complete their research and projects. While school teachers have most commonly played this role on the project, organizers from community nonprofits have performed this role and with great success.

**YAG (Youth Access Grant):** The funding source for this program, administered by the Smithsonian Office of Education. Youth Access Grants are awarded on a competitive basis to Smithsonian museums and research centers in order to better reach and serve underserved youth across the United States.

# 21st Century Skills and National Education Learning Standards

**Appropriation:** the ability to meaningfully sample and remix media content.

**Collective Intelligence:** the ability to pool knowledge and compare notes with others toward a common goal.

**Judgment:** the ability to evaluate the reliability and credibility of different information sources.

**Networking:** the ability to search for, synthesize, and disseminate information.

**Negotiation:** the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

## 1. CCSS.ELA-Literacy.RH.11-12.9

### **Integration of Knowledge and Ideas: English Language Arts Standards » History/Social Studies » Grade 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.

## 1. CCSS.ELA-Literacy.RH.11-12.2

### **Key Ideas and Details: English Language Arts Standards » History/Social Studies » Grade 11-12 » 2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## 1. CCSS.ELA-Literacy.RH.11-12.7

### **Integration of Knowledge and Ideas: English Language Arts Standards » History/Social Studies » Grade 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.

## 1. CCSS.ELA-Literacy.RST.11-12.7

### **Integration of Knowledge and Ideas: English Language Arts Standards » Science & Technical Subjects » Grade 11-12 » 7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

## 1. CCSS.ELA-Literacy.WHST.11-12.2.b

### **Text Types and Purposes: English Language Arts Standards » Writing » Grade 11-12 » 2 » b**

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**1. CCSS.ELA-Literacy.WHST.11-12.2**

**Text Types and Purposes: English Language Arts Standards » Writing » Grade 11-12 » 2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**1. CCSS.ELA-Literacy.RST.11-12.3**

**Key Ideas and Details: English Language Arts Standards » Science & Technical Subjects » Grade 11-12 » 3**

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

## Examples

**“My students were able to see that their little spot on the map is much bigger and more interesting than they ever thought” –Teacher, Belton, South Carolina**

### **Galesville, Maryland:**

The Galesville Hot Sox Baseball Team, created by students from South River High School, Edgewater, Maryland

<https://www.youtube.com/watch?t=108&v=NabQ7fXUVr0>

### **Belton, South Carolina:**

Belton Textile Mill Baseball, 5<sup>th</sup> Graders from Belton Elementary School

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

Integration at Belton-Honea Path High School, 5<sup>th</sup> Graders from Belton Elementary School

<https://www.youtube.com/watch?t=128&v=nNFGU-2iWXM>

Chiquola Mill Baseball, 5<sup>th</sup> Graders from Honea Path Elementary School

<https://www.youtube.com/watch?v=ARB4lsCjivw>

### **Manning, South Carolina:**

Small Town Teams and Big League Dreams: The Clarendon County Story

[https://www.youtube.com/watch?v=mmYEtQvzl\\_s](https://www.youtube.com/watch?v=mmYEtQvzl_s)

## Release Forms





## Smithsonian Institution Traveling Exhibition Service

### PHOTOGRAPHY RELEASE

I hereby grant a royalty-free, irrevocable and non-exclusive license to the Smithsonian Institution to use, reproduce and publish a photograph in which my or my child's image appears in connection with all standard museum purposes including, without limitation, exhibition, publication, research, public programs, promotional and publicity of the Smithsonian and its related museums, facilities and programs in print and digital media of all kinds.

AGREED

\_\_\_\_\_  
Participant Name

\_\_\_\_\_  
Signature\*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Address

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Email

Date: \_\_\_\_\_

**Parent/Guardian Informed Consent Form**

**Stories from Main Street: Engaging Youth in Creating a Digital Repository to Document the Rural American Experience related to the Museum on Main Street Journey Stories exhibition**

**A study of Stories from Main Street:** Your child is invited to participate in a research study of **the Stories from Main Street program** offered by the Smithsonian Institution Traveling Exhibition Service (SITES). The study will be conducted by SITES staff. The purpose of the study is to investigate ways **that the Stories from Main Street program** can be improved in the future. The study involves a survey with your child about his/her interests in museums, experiences in **the Stories from Main Street program**, and suggestions on how to improve the program. Your child will have the option to complete the attached survey. His/her project (e.g., oral history interview, on-line or physical exhibition) for the program will also be looked at.

**Benefits of Participation:** First, your child will have the opportunity to reflect on his/her experience with the program and detect areas of potential interest and growth. Second, improvements to the program based on your son's/daughter's experience and input may benefit others in the future. Third, your child's experience will improve professional understanding of the ways that the Smithsonian can assist youth in developing their interests and abilities.

**Risks:** Participating in this study poses no risks that are not ordinarily encountered in daily life.

**Voluntary:** Your child's participation is voluntary. He/she may decide to stop participating at any time without penalty. Also, you are free to withdraw your permission for your child's participation at anytime for any reason. It is his/her right to refrain from answering any question he/she does not want to answer.

**Confidential:** The surveys are anonymous and confidential. Only members of the study team will have access to them. The survey data will be stored with the Smithsonian Institution Traveling Exhibition Service. Information and comments from the files may be used in professional publications and/or presentations, but your child's name, or any other unique information that someone could potentially use to identify your son/daughter, will never be reported or released. The summary report of the study will be posted on the Internet and will be available to all participants.

I have read and understand the above. I voluntarily give permission for my child, \_\_\_\_\_  
\_\_\_\_\_, to participate in this study, and I understand that I may keep a copy of this form.

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

If you have questions about this research project, do not hesitate to contact the principal investigator involved in this research study:

Elizabeth Kay [kaye@si.edu](mailto:kaye@si.edu), 202-633 -5343

You can also contact the Smithsonian Institution's Institutional Review Board with any questions or concerns about the rights of participants in research at 202-633-7110 or [ospmail@si.edu](mailto:ospmail@si.edu).

Interview Agreement

I, \_\_\_\_\_ hereby give and grant the Smithsonian Intuition, the [insert Humanities Council Name Here] and \_\_\_\_\_ [School District] the absolute and unqualified right to the use of my oral history memoir conducted

By \_\_\_\_\_ (Interviewer) on \_\_\_\_\_ - \_\_\_\_\_ (Date).

I understand that the purpose of this project is to collect, audio and/or video, oral histories of firsthand memories of a particular period or event in history as a part of the [Insert MoMS exhibition title here] Project. Responsibility for reproduction, distribution, display, and the creation of derivative works will be at the discretion of the project coordinator. I also understand that the recordings and transcripts may be used in public presentations including, but not limited to, books, audio or other documentaries, exhibits, articles, public performance, or presentation on related websites.

In making this contract, I understand that I am conveying, the Smithsonian Institution, [insert Humanities Council Name Here], and \_\_\_\_\_ (School District), all legal title and literary property rights that I have or may deemed to have in my interview as well as my right, title, and interest in any copyright related to this oral history interview that may be secured under the laws now or later in force and effect in the United States of America. This gift, however, does not preclude any use that I myself want to make of the information in these transcripts and recordings.

I herein warrant that I have not assigned or in any manner encumbered or impaired any of the aforementioned rights in my oral memoir.

\_\_\_\_\_

Signature of Interviewee/Donor

\_\_\_\_\_

Address

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Date

## Contact Information

The SfMS team considers the Youth Access Grant a partnership between the Smithsonian Institution and your community. One of our goals is to be available for questions and to work with you to make these projects a successful and enjoyable experience. Should you have questions or would like to inquire about the resources offered by SITES to help you and your students on this project, please contact us at the information listed below. We would love to hear from you!

Shannon Sullivan is the primary contact for this project. She is the project manager for the YAG project at SITES and is happy to help in whatever way she can! If she doesn't have the answer, she will find the right person to ask and get back to you in a timely manner. The best way to contact her is via email.

Email: [sullivans@si.edu](mailto:sullivans@si.edu)

Phone: 202-633-5343

If you have questions specifically regarding uploading your project or the Stories from Main Street App, you can contact Robbie Davis, SITES project director.

Email: [davispr@si.edu](mailto:davispr@si.edu)

Phone: 202-633-5335

Mailing Address:

Smithsonian Traveling Exhibition Service

c/o SFMS Youth Access Grant

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