

WORLD ON THE MOVE:

250,000 Years of Human Migration™



CREDIT: LENA MUCHA/UNDP

EXHIBITION GUIDE

Migration is a Human Experience That Connects Us All

By understanding where we come from, why we move, and how moving changes us, we can better understand who we are and where we are going.

Table of Contents

Exhibition Introduction & Partner Organizations	1
Guide to Icons	2
Key Question #1: Where do we come from?	3
>> Enrichment Activity: Hometown Researcher	
>> Discussion Question	
>> Enrichment Activity: Mapping Out Origins	
>> Deeper Dive: Family Stories	
Key Question #2: Why do we move?	8
>> Discussion Question	
>> Enrichment Activity: What Would You Bring?	
>> Enrichment Activity: Objects with Importance	
>> Deeper Dive: Language Immersion	
Key Question #3: How does migration change us?	12
>> Discussion Question	
>> Enrichment Activity: Exploded Object	
>> Discussion Question	
>> Enrichment Activity: Linguistics of Local Musician or Local Songwriter	
>> Discussion Question	
Key Question #4: Where are we going?	17
>> Discussion Question	
>> Enrichment Activity: City Council Recommendations	
>> Deeper Dive: Europe Today	
>> Enrichment Activity: Objects of the Crossroads	
Conclusion	21
>> Enrichment Activity: You Are an Anthropologist	
Standards Alignment Details.	23

Exhibition Introduction

The *World on the Move: 250,000 Years of Human Migration*™ Exhibition Guide is meant to expand upon your experiences interacting with the materials within the exhibition walls. This guide features additional information, **Discussion Questions** that encourage you to share your stories, **Deeper Dives** to help you take advantage of your library’s resources, and **Enrichment Activities** related to the exhibition. As you move through the exhibition, feel free to flip through the corresponding pages of this guide. We encourage you to consider the **Discussion Questions** and **Deeper Dives** while you are in the exhibition. The **Enrichment Activities** are closely related to the exhibition, but may require additional information or time.

Throughout this exhibition guide, we use the term “hometown” in many **Enrichment Activities** and **Discussion Questions** to connect the *World On the Move* exhibition to personal experiences. We acknowledge the concept of a “hometown” may mean different things to different people, and we invite you to explore how you define the term “hometown” in your life. There is no right answer.

At the end of this exhibition guide, educators can find an appendix of College, Career, and Civic Life (C3) Framework for Social Studies Standards that align with the activities throughout the *World on the Move* experience.

Credits

Partner Organizations: American Anthropological Association, American Library Association, Smithsonian Center for Folklife and Cultural Heritage, Smithsonian Exhibits, Ravenswood Studio – Exhibition Fabricator, Georgetown University Department of Anthropology

This Exhibition Guide was written by Nathan Barber and Alexandra Pyne (Georgetown University) and edited by Caitlyn Kolhoff (American Anthropological Association)

Guide to Icons



Deeper Dive



Enrichment Activity



Discussion Question



Cultural Anthropology

“Culture” refers to the shared characteristics of a particular group of people that distinguish them from other groups. This includes the language you speak, the food you eat, the music you listen to, what you believe in, and even who you consider to be your relatives. Cultures change over time, usually because of groups coming into contact with one another through trade, intermarriage, war, or environmental changes. By understanding the origins of specific cultural characteristics, we can help complete the picture of how people and groups have come into contact with one another over time.



Biological Anthropology

Scientists study biological evidence to understand human evolution and human biological variation. Studying ancient skeletal remains can help us trace the movement of our ancestors from Africa to other parts of the world. Studying DNA evidence from living populations today can help us understand when groups of humans probably came into contact with one another.



Linguistic Anthropology

Studying languages and how they have changed can help us understand where we come from and how we are connected to other groups of people. Languages change over time, often because people who speak different languages come into contact with one another. By comparing how people in different places use language, we can see similarities in words and grammar. These similarities help us understand when people from different groups probably came into contact with each other.



Archaeological Anthropology

Archaeologists excavate or survey what’s left in the ground from societies that existed in the past. This helps us understand changes in how people lived and moved about the landscape. Archaeologists use many techniques, including remote sensing, field surveys, and excavations. These methods help us answer questions about when and how people lived in a particular place. By comparing one place and the dates of its occupation to another, similarities emerge that complete a picture of movement across places over time.

KEY QUESTION #1: WHERE DO WE COME FROM?

Our ancestral, familial, or current homelands can affect the way we see our identity. These homelands could influence our perspective and show up in our daily interactions with other people. Explore the activities in this section to consider how homelands affect our lives.

Archaeological Connections

In 16th-century Netherlands, the pottery industry combined the techniques of tin-glazed earthenware, created by Assyrians and modified by Italians, and drew inspiration from porcelain designs in China and Japan to create Delft pottery. It was created using materials from Europe, but with artistic principles from East Asia, creating a unique form of pottery. Ask your librarian for books on art history to look for other examples of artistic cultural connections.



Delft pottery



Chinese porcelain

CREDIT: ISTOCKPHOTO.COM



Hometown Researcher

Part one: There are several different methods used by anthropologists. If an anthropologist was studying your place in history, how could they use the methods outlined below to understand if someone is from your hometown or the place you currently live?

» Oral Histories: _____

(Ex: Stories from friends or family members about your time in the hometown)

» Autoethnography: _____

(Ex: Your own personal stories about hometown events, environmental features, or physical structures)

» Participant Observation: _____

(Ex: Your description of the events and decorations at a birthday party you attended)

» Physical Evidence: _____

(Ex: Photos in front of hometown landmarks; clothing items or receipts)

Part two: How do the objects and information you outlined show a distinct and strong connection to your hometown? What types of evidence would not be important in this type of research? Compare and discuss your responses to your friends or family members.

Think back to the “Explore the Evidence Flipbook.” How would biological, archaeological, cultural, and linguistic anthropologists study the question of hometown identity? How might these anthropologists work with each other on this assignment?



CREDIT: VIC HINTERLANG / SHUTTERSTOCK.COM

People await news of their migrant status in Tapachula, Mexico, on their way to the U.S. in 2019.



DISCUSSION QUESTION

Home means different things to different people. Where is home for you? Is it where you were born? Where you grew up? Where you live now? #WorldOnTheMove



CREDIT: WU HONG / EUROPEAN PRESS PHOTO AGENCY

A Chinese migrant worker walking past a poster on his job site, showcasing the design of the future skyline of Beijing's central business district in 2018.



**ENRICHMENT
ACTIVITY**



Mapping Out Origins

Think back to the “Share Your Journey” interactive exhibition. Look at the maps below and draw an X where you are. Then, draw a circle or circles of places your parents or ancestors lived. If unsure of where your ancestors are from, circle the part of the city or state where your parents are from and label it by its neighborhood, city, or region. If you would like a larger map, or a state or local map, check out the United States Geological Survey’s Earth Explorer.



USGS

How might people change during this journey and in their new home? What changes in the neighborhoods or cities you marked could have been possible over time?

Think back to the DNA section in “Humans Have Always Been on the Move.” Would a DNA test show the same areas you circled? What issues could arise if anthropologists looked only at DNA for familial history?

How might living in a different geographic or political environment change how people identify their “group”? For example, how might the customs and culture of a group change if half of them lived on the coast and the other half lived in the desert? Would they still consider themselves a part of the same group? How might their identities change if they had regular contact with each other?



Family Stories

What stories does your family or community tell about where they come from? Can you find a resource to learn more about your family's stories in the library? Feel free to ask a librarian for help with your research, and be open to consulting a range of materials (e.g. newspapers, recipe books, encyclopedias, literature).

CREDIT: DAWN BURNS / 2022 AAA PHOTO CONTEST



Women in colorful, skull face paint celebrating Día de los Muertos.

A woman and her grandmother wearing Nuosu Yi clothing in Zhaojue County, Southwestern China in 2019.



CREDIT: KAITLIN BANFILL / 2019 AAA PHOTO CONTEST

KEY QUESTION #2: WHY DO WE MOVE?

People have always been on the move. This could be for security reasons, economic opportunities, familial ties, or cultural traditions. Explore the activities in this section to better understand people and their reasons for migrating.



DISCUSSION QUESTION

Why would you move? What would it take for you to move? Would you move to start a new job or to be closer to family? Would you move if conditions in your area suddenly changed? Think about how forces outside your control might influence your decision. #WorldOnTheMove



ENRICHMENT ACTIVITY



What Would You Bring?

Part one: Use the “What Would You Bring?” interactive exhibition either in-person or online. If unable to use this exhibition, list six items you would bring with you if moving for a new job. Then, list six items you would bring with you if you were suddenly forced from your home.

How did you feel during the first part compared to the second part? How did your priorities change given the two scenarios?

Think about the current world. Where might people be moving for jobs? Where have people been forced to leave? When moving, what objects do people need to adjust to new environments?

Part two: During China’s Great Urban Migration, millions of people have moved and continue to move from rural to urban areas for work, while others have been forced out of their ancestral homes to create space for high-density

housing. These millions of displaced residents moved into newly built, large-scale apartment buildings with pre-furnished living spaces. Typically, money is tight for these migrants as they juggle jobs with high physical demands and a reduced social status. What items might people migrating have decided to leave behind? What feelings might they have experienced while packing or once they leave their items behind? Choose one of the objects from the previous activity that you did not pick. Imagine a story where someone picks this item.



CREDIT: ALICIA DAVIS / 2017 AAAA PHOTO CONTEST

A pro-voting bracelet made by an only Swahili-reading, Tanzanian woman who recently got involved in local political issues like land rights



CREDIT: MAEVE BASSETT / 2018 AAAA PHOTO CONTEST

Hindi worship in a Toronto suburb where the priest prays to Mahaa Kali Ammaa, a Hindu goddess, before opening up the coconut as a sacrifice.

Mollie Wilson's Scrapbook

Be sure to check out Mollie Wilson's Scrapbook during your exhibit visit to learn about the forced migration of Japanese Americans. Ask your librarian about George Takei's book *They Called Us Enemy*, Jeanne Wakatsuki Houston's *Farewell to Manzanar*, or other autobiographical books from people incarcerated in camps by the US government during World War I.



**ENRICHMENT
ACTIVITY**



Objects With Importance

Ask a guardian or family member about an object in your home that comes from an older generation. How did they receive this object and why did they keep it? Were there other objects left behind in order to take this one? What memories do they associate with this object? Have their feelings or thoughts about it changed over time?

Ask your family member how they feel looking at, holding, or using this object. List some of these feelings. How have your feelings on the object changed now that you know more about it? How is the object part of the histories of your home regions and your family's previous home regions? Consider adding this object's story to the *World On the Move* Community Scrapbook (QR code at right).



CREDIT: AMY ROBBINS / 2017 AAAA PHOTO CONTEST

Fredrik Nielsen, the 2016 Artist-in-Residence at the Corning Museum of Glass, works on his glass artwork with the help of assistants.



CREDIT: MICHAEL BALONEK / 2017 AAA PHOTO CONTEST

Micaah, an 8-year old from North India, proudly shows off his friend's goats.



**DEEPER
DIVE**

Language Immersion

*How would you feel if you suddenly had to move to a new place where no one spoke your language? Look for autobiographical books or novels from people who migrated where learning a new language is portrayed. A good example to look for is *The Arrival* by Shaun Tan. How do the characters feel when learning a new language? Add your response in the space below.*

KEY QUESTION #3: HOW DOES MIGRATION CHANGE US?

Migration changes virtually every aspect of the lives we lead. These changes may manifest in the objects we use to the music we listen to. Explore the activities in this section to become more attuned to the way migration affects your daily experiences.



DISCUSSION QUESTION

How does migration affect you? Think about your favorite foods, music, and dance moves. Where do they come from? #WorldOnTheMove



ENRICHMENT ACTIVITY

Exploded Object



After reading through the “Where Does It Come From?” section in the exhibition, select an object from your daily life.

Draw a picture of the object in the diagram at right, and add at least three materials that compose the object. Note the names of the materials, where they come from, and who likely made it. See the example below for more guidance.

Feel free to select one of the materials from your diagram and do a “Deeper Dive.” Utilize the library’s resources to determine an additional layer of information about the production process of your material. What are the lives like of the people who made this product? Is there a large migrant population involved in the production? Why is that the case? Add your response in the space below.

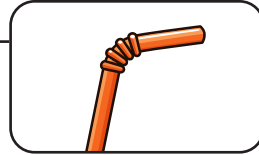
A Glass of Lemonade



What is it?	Sugar cane
Where is it from?	Brazil (the world's leading producer)
Who made it?	Sugar cane harvesters and refinery workers



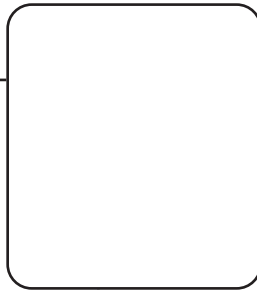
What is it?	Straw
Where is it from?	China (the world's leading producer)
Who made it?	Factory workers



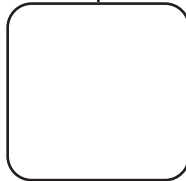
What is it?	Lemons
Where is it from?	India (the world's leading producer)
Who made it?	Lemon orchard workers



What is it?	
Where is it from?	
Who made it?	



What is it?	
Where is it from?	
Who made it?	



What is it?	
Where is it from?	
Who made it?	



DISCUSSION QUESTION

What kinds of music do you listen to? Do you know where they come from? How do you think migration may have contributed to them? #WorldOnTheMove



ENRICHMENT ACTIVITY



Linguistics

Drawing inspiration from the music of East LA as highlighted in the exhibition, notice that musical styles often develop through cultural contact among people from different places. Because of this, music may be a powerful tool for understanding migration. Here are two activities that relate to this idea.

Option One: Linguistics of a Local Musician

Find a singer and search where they're from. Listen to some of their songs or other songs within this musician's genre. What do you notice about the words the singers use and how they use them? Are there certain slang words in the lyrics that are known around their home region? Do they sing with an accent? What might it mean if you don't find musical references to their home region? Could this indicate that the artist moved? What could it tell you about their migration story or about the genre of music their songs fall within?

Option Two: Local Songwriter

Imagine that you are a songwriter who is trying to capture what it's like to live in your hometown. What places would you reference? What phrases or slang words would be helpful to include? Would you sing in an accent? Feel free to write this song if inspiration strikes as well.



CREDIT: DICK POWIS / 2018 AAA PHOTO CONTEST

Four griots, which are traditional storytellers and musicians in West African culture, move through a crowd, singing and playing instruments for guests at a newborn's naming ceremony.

Religion and Migration

To learn more about how religion and holidays impact migration, read up on that section of the exhibit and ask your librarian for more resources if you are particularly interested.



DISCUSSION QUESTION

Not all migration is permanent; some mobility is temporary. How does tourism fit into your definitions of migration? How does tourism or travel change us? Who are the people who go into making tourism possible? How would you feel if your neighborhood was or already is a tourism hotspot? #WorldOnTheMove

Optional Activity Extension

Find an event going on in your community that celebrates a holiday from a culture or religion that is different from your own. How are different cultures or groups represented at the event?



CREDIT: EVA RAPOPORT / 2018 AAA PHOTO CONTEST

Performers of Jathilan, Javanese trance dance, joining the parade in Yogyakarta city, Indonesia.

KEY QUESTION #4: WHERE ARE WE GOING?

This section encourages you to consider the futures of migration in several different communities, with a particular focus on climate change and intertwined cultures.



DISCUSSION QUESTION

Are you thinking of moving in the future? Where would you like to move and why? #WorldOnTheMove



ENRICHMENT ACTIVITY



City Council Recommendations

Find a group to compose an imaginary city council for a town in a coastal US state. Working together, develop three recommendations for your imaginary community that is experiencing a flood-related housing shortage. In this community, homes are being damaged by storms and people have been struggling to gain support from their insurance companies. How will you help your citizens find sustainable housing?



CREDIT: ISTOCKPHOTO.COM

City council meeting, featuring three council members sharing updates to the public audience.

1. _____
2. _____
3. _____

After developing your list of recommendations, reflect on this process. What sources did you use? Would these recommendations work in a city with different geography? For example, would they work in an area experiencing flooding along a river? What about a forested area experiencing wildfires? Among the members of your imaginary community, who is most helped by your proposal, who is helped less, and who might be harmed?

Next, tie your research into some of the resources at your local library. Can you find a place in the world where coastal flooding has presented a housing challenge? What did the government and other stakeholders in that region do to resolve the problem? Have they been successful in resolving the problem?



CREDIT: ISTOCKPHOTO.COM

Aerial photo of a water rescue crew searching a neighborhood for survivors after several homes have flooded.



DEEPER
DIVE

Europe Today

How is Europe responding to its growing multiculturalism? Work with classmates, friends, or family members to parse through resources in the library that could help you answer this question.



CREDIT: GIANNIS PAPANIKOS

Boys hold a German flag in a refugee camp in Idomeni, Greece, during protests demanding that the European Union open its borders in 2016.



CREDIT: HANOHIKI / SHUTTERSTOCK.COM

“Refugees Welcome” sign mounted to a building in Berlin, Germany, 2015



CREDIT: LAZYLAMA

Photograph of a referendum ballot for the United Kingdom's continued membership in the European Union with small UK and EU flags.



CREDIT: FRANKIELEON / FLICKR (CC BY 2.0)

British resistance to welcoming migrants was a strong motivation for the “Leave” campaign supporting the United Kingdom's exit from the European Union.



ENRICHMENT
ACTIVITY



Objects of the Crossroads

Find an object or tradition that encompasses more than one culture. Objects from the exhibition that encompass more than one culture are a good place to start for inspiration.



CREDIT: ISTOCKPHOTO

Banjo

Banjos are a relatively common instrument that represent the crossroads of many different people and ideas. They were originally brought to the US by enslaved Africans from their home countries. The instruments have since become a hallmark of rural white folk music and demonstrate the crossroads of many places. Kristina R. Gaddy's book *Well of Souls: Uncovering the Banjo's Hidden History* captures this fascinating history.

Now, it's your turn. What object will you pick? Gather information about this source, using the library's resources for guidance. Pull together your sources and examine their findings with a critical perspective. What cultures are represented? What is the importance of this object or idea to you or those around you? Sketch your ideas in the space below.

CONCLUSION



ENRICHMENT
ACTIVITY



You Are an Anthropologist

You are an anthropologist studying the migration of your friends and family. Select a person for an interview to discover what their experience has been like in the place you all live together. Why did they move in the first place? In what ways are their new homes similar or different from their old homes? If your family has lived in the same place for quite some time, how has the place changed while your family has been there?



CREDIT: ANTHRO ILLUSTRATED PROJECT

A cultural anthropologist conducting an interview.

Come up with your own questions that relate to new or old traditions, changing daily routines, memory, and connection to community. List your ideas below.

1. _____
2. _____
3. _____
4. _____
5. _____

Your questions 1-5 may touch on some very personal topics. If an outside researcher were to ask you these questions, what might they do before or during the interview to help you feel comfortable and free to speak candidly?

How would you apply the information you learned from your friends or family? Would you use public policy, narrative storytelling, or another idea?

COLLEGE, CAREER, AND CIVIC (C3) STANDARD ALIGNMENTS

The activities in this guide draw upon the disciplinary concepts and skills of anthropology. With that in mind, all the standards (“What It Means to Be Human: United and Diversity” and “Methods and Ethics of Inquiry”) outlined in the C3 Anthropology document apply to the Enrichment Activities.

Hometown Researcher

Middle School

- » D1.5.6-8: Determining Helpful Sources – Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

High School

- » D1.5.9-12: Determining Helpful Sources – Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Mapping Out Origins

Middle School

- » D2.Geo.8.6-8: Human Population: Spatial Patterns and Movements – Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

High School

- » D2.Geo.8.9-12.: Human Population: Spatial Patterns and Movements – Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

What Would You Bring?

Middle School

- » D2.Civ.13.6-8: Processes, Rules, and Laws – Analyze the purposes, implementation, and consequences of public policies in multiple settings.

High School

- » D2.Civ.13.9-12: Processes, Rules, and Laws – Evaluate public policies in terms of intended and unintended outcomes, and related consequences

Objects with Importance

Middle School

- » D2.His.3.6-8: Change, Continuity, and Context – Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

High School

- » D2.His.3.9-12: Change, Continuity, and Context – Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Exploded Object

Middle School

- » D2.Geo.4.6-8: Human Environment Interaction – Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

High School

- » D2.Geo.4.9-12: Human Environment Interaction – Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Linguistics of a Local Musician or Local Songwriter

Middle School

- » D2.Geo.6.6-8: Human Environment Interaction – Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

High School

- » D2.Soc.13.9-12: Social Relationships: Self, Groups, and Socialization – Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups

City Council Recommendations

Middle School

- » D2.Civ.13.6-8: Processes, Rules, and Laws – Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- » D4.6.6-8: Taking Informed Action – Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

High School

- » D2.Civ.13.9-12: Processes, Rules, and Laws – Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- » D4.6.9-12: Taking Informed Action – Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Objects of the Crossroads

Middle School

- » D3.1.6-8: Gathering and Evaluating Sources – Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

High School

- » D3.1.9-12: Gathering and Evaluating Sources – Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

You Are an Anthropologist

Middle School

- » D1.1.6-8: Constructing Compelling Questions – Explain how a question represents key ideas in the field.

High School

- » D1.1.9-12: Constructing Compelling Questions – Explain how a question reflects an enduring issue in the field.



AMERICAN ANTHROPOLOGICAL ASSOCIATION

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