

NIGHT AT THE MUSEUM BATTLE OF THE SMITHSONIAN

Dear Educator:

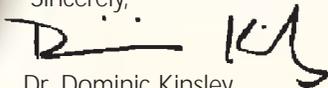
Make history and language arts come to life with this exciting new *Night at the Museum: Battle of the Smithsonian* instructional program from Twentieth Century Fox Home Entertainment and the award-winning curriculum specialists at Young Minds Inspired.

Based on themes from this wildly popular family film—available on Blu-ray and DVD December 1, 2009—this program provides you with ready-to-implement learning activities that will help you bring historic people, places, and artifacts to life for elementary students in grades 4-6. The materials will also assist you in meeting U.S. national standards in language arts and history.

Night at the Museum: Battle of the Smithsonian, starring Ben Stiller, Amy Adams, Owen Wilson, Hank Azaria, and Robin Williams, is an action-packed, fun-filled tale that will have your students on the edge of their seats as Larry Daley (Stiller), a former night guard at New York's Museum of Natural History, finds himself at the Smithsonian Institution in Washington, D.C. Along with a cast of characters that includes Amelia Earhart (Adams) and Teddy Roosevelt (Williams), he engages in a night-long battle against a pharaoh named Kahmunrah and his forces of evil. The DVD will introduce your students to a wide range of important historical figures and will provide an intriguing glimpse inside the Smithsonian Institution, the largest and most visited museum in the world.

Prepared with the help of professional educators like you, this material can be used in conjunction with viewing the DVD of *Night at the Museum: Battle of the Smithsonian*, or on its own. Please feel free to share the material with other teachers. You can modify and duplicate the copyrighted activity sheets to meet your instructional goals and your students' abilities.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



YMI is the only company developing free, innovative classroom materials that is owned and directed by award-winning former teachers. Visit our website at www.ymiclassroom.com to send feedback and download more free programs. For questions, contact us at 1-800-859-8005 or email us at feedback@ymiclassroom.com.

PROGRAM OBJECTIVES

- To foster excitement about, and interest in, history.
- To provide opportunities for students to build skills in history and language arts.
- To introduce students to the incredible resources in the museums of the Smithsonian Institution.

TARGET AUDIENCE

This program has been designed for students in grades 4-6.

PROGRAM COMPONENTS

- This resource guide for teachers.
- Three reproducible student activity masters.
- A colorful wall poster for your classroom.
- Four online activity masters available at www.ymiclassroom.com/natm2activities.pdf.
- A reply card for your comments.

HOW TO USE THIS GUIDE AND POSTER

- Review the materials and schedule them into your classroom lessons.
- Encourage your students to view the film, which is available on DVD on December 1, 2009, for home viewing.
- Photocopy and distribute the three activity masters. The teacher's guide contains background information, instructions, and answers along with several carefully selected Internet links that you and your students can use as resources.
- Use the online activities and extended activity ideas to enrich the

program and provide an added challenge for older students.

- Display the poster in a prominent location to generate additional excitement about the activities.

FILM SYNOPSIS

Former Museum of Natural History night guard Larry Daley (Ben Stiller), who several years earlier thwarted three other guards in their plot to steal the magical Tablet of Egyptian Pharaoh Ahkmenrah—an artifact that has the power to bring the museum exhibits to life at night—returns to the museum for a visit. He discovers that it is closed for upgrades and renovations, and that some of his favorite exhibits are being replaced by interactive holograms. The original exhibits are being moved to storage in the archives at the

Smithsonian Institution in Washington, D.C. However, several of the exhibits, including Teddy Roosevelt and Pharaoh Ahkmenrah and his Tablet are not moving. The next night, Larry learns that the Tablet is at the Smithsonian (it had been stolen and transported by a mischievous monkey named Dexter), and that the evil Pharaoh Kahmunrah (Ahkmenrah's older brother) is attacking Larry's friends. Larry races to Washington where he finds out that bringing the exhibits to life is just one of the Tablet's powers; Kahmunrah intends to use it to unlock a gate to the underworld and marshal the forces of evil to conquer the world. In the course of the ensuing chaos, Larry is assisted by General George Armstrong Custer and Teddy Roosevelt, teams up with Amelia Earhart, and outwits Al Capone, Ivan the Terrible, and Napoleon Bonaparte, just to name a few.

National Educational Standards—Grades 4-6

Activity 1: Flight Comes to Life

History:

- Interpret data presented in time lines and create time lines.
- Obtain historical data from a variety of sources.

Activity 2: Museums Come to Life

History:

- Hypothesize the influence of the past.

Language Arts:

- Employ a wide range of strategies as students write and use different writing process elements appropriately.

Activity 3: Our Living Museum

Language Arts:

- Use spoken, written, and visual language to communicate effectively.
- Use a variety of technological and information resources to gather and synthesize information, and to create and communicate knowledge.

ACTIVITY ONE

FLIGHT COMES TO LIFE

PART A. Begin by asking your students to think about the history of flight. Ask them if they know that in just the last 100 years, we have gone from jumping off a sand dune in a glider to sending men to the moon and sending robot explorers to Mars. Ask students what they think will be the next great milestone in flight. Have them work independently or in small groups to complete the aviation history time line. Encourage them to go online and to the library as they do their research to learn more about one of the artifacts on the time line and its significance in aviation history.

Answer Key: F, D, C, A, H, G, E, B

PART B. In addition to having students interpret her life, her accomplishments, and her legacy.

EXTENDED ACTIVITY

With your students, go to www.nasm.si.edu/museum/udvarhazy, the website of the National Air and Space Museum's Steven F. Udvar-Hazy Center. Artifacts on display at the Center include a Concorde supersonic airliner, the space shuttle Enterprise, and the Enola Gay. They provide a wealth of opportunities to bring your history lessons to life. Your students might find the live web cameras at www.nasm.si.edu/interact/webcams of particular interest.



MUSEUMS COME TO LIFE

PART A. Introduce this activity by reviewing the diagram of the museums on the National Mall with your students.

Explain that, not only is the Smithsonian the world's largest museum complex, but the work of Smithsonian scientists around the world contributes to what we know about an incredible array of subjects, ranging from anthropology to zoology. The Smithsonian archives, featured prominently in *Night at the Museum: Battle of the Smithsonian*, are a wonder in their own right. For example, the archives include an estimated 50,000 cubic feet of paper documents, seven million still photographs, and thousands of film and audio recordings. Challenge your students to see if they can return all the lost artifacts to their proper museums. [Note: This is a good activity to complete as a class, making time to discuss the focus and content of the various museums.]

Answer Key: 1-National Gallery of Art, 2-National Museum of Natural History, 3-National Museum of

American History, 4-National Air and Space Museum, 5-National Museum of the American Indian, 6-National Air and Space Museum, 7-National Museum of American History, 8-National Museum of American History, 9-National Museum of Natural History, 10-National Museum of Natural History, 11-National Museum of the American Indian, 12-National Gallery of Art

PART B. To introduce the blogging component of the activity, explain to your students that a blog is like an online journal. People blog to share their thoughts and ideas about all kinds of things—current events, special interests, hobbies, and more. Be sure to provide time for students to research the item or character for their blog before they begin to write their entries.

EXTENDED ACTIVITY

With your students, start a class blog. It can focus on what you are studying in class, hobbies, or anything else that you feel is appropriate.



OUR LIVING MUSEUM

PART A. Use the matching game on the activity master as a springboard for talking about the various historical figures

featured in the film and the reasons why they have earned a place in history. As an alternative, focus the discussion on the importance of education by talking about, for example, Al Capone's decision to drop out of school. Do your students think that decision might have led to his life of crime? Do they think that General Custer's poor academic showing might have contributed to the mistakes he made on the battlefield?

Answer Key: 1-B, 2-E, 3-C, 4-H, 5-D, 6-A, 7-G, 8-F

PART B. In this activity, students will research and "become" one of the characters in Part A. They will be "on display" in their own classroom's living museum. The goal should be to have at least three students on each team. Additionally, if there are characters that you would prefer your students not research, eliminate them as options before students make their choices. Each team should work together to research their person, decide which team member will "become" that person, create talking points for him or her, and plan a costume for the interpreter to wear. As an alternative, more than one student in each group might be an interpreter, bringing his or her own unique ideas to the role. [Note: Emphasize to your students that they should not be limited by gender; girls can play a male role and boys can play a female role.] Then plan a class opening-day-at-the-museum event. Invite parents and students from other classes to visit your classroom's living museum!

EXTENDED ACTIVITY

Encourage your students to learn about the history of their own community and to create profiles of people who have made important contributions to the community. Gather the profiles in a binder and place it in the classroom library.

INTERNET RESOURCES

For Teachers and Students:

- *Night at the Museum: Battle of the Smithsonian* – www.nightatthemuseummovie.com
- The Smithsonian Institution – www.si.edu
- National Air and Space Museum – www.nasm.si.edu
- Steven F. Udvar-Hazy Center – www.nasm.si.edu/museum/udvarhazy/
- National Gallery of Art – www.nga.gov
- National Museum of American History – <http://americanhistory.si.edu>
- National Museum of Natural History – www.mnh.si.edu
- National Museum of the American Indian – www.nmai.si.edu

For Teachers:

- YMI resources for teachers – www.ymiclassroom.com
- Classroom blogs – www.educationworld.com/a_tech/tech/tech217.shtml.



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FLIGHT COMES TO LIFE



The Smithsonian Institution in Washington, D.C., is the world's largest museum complex. The Smithsonian is made up of 19 different museums, 9 research facilities, and even the National Zoo! In ***Night at the Museum: Battle of the Smithsonian***, some of the most exciting action takes place in the National Air and Space Museum.

The National Air and Space Museum is a really amazing place. There are hundreds of historic artifacts on display there—even actual airplanes. There are examples of everything from the very first efforts at flight to the exploration of our universe.

PART A. Test your aviation expertise. See how well you can do at filling in the details on this ***Night at the Museum: Battle of the Smithsonian*** aviation time line. Write the letter of the event that matches each artifact under each artifact's name and date.

AVIATION HISTORY TIME LINE

Lillienthal Hang Glider (1894)	Wright Flyer (1903)	Spirit of St. Louis (1927)	Lockheed Vega (1932)	Sputnik 1 (1957)	Mercury "Friendship 7" (1962)	Apollo 11 (1969)	Mars Rover (2004)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- A. Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.
- B. Valuable information about the Red Planet is sent back to scientists on Earth.
- C. Charles Lindbergh made his landmark solo flight across the Atlantic Ocean.
- D. The first heavier-than-air powered aircraft with a pilot took off at Kitty Hawk, North Carolina.
- E. Astronauts Armstrong, Aldrin, and Collins made their historic voyage to the moon.
- F. Wilbur and Orville Wright were inspired to begin their experiments with flight.
- G. John Glenn became the first American to orbit the Earth.
- H. The world's first artificial satellite, launched by the Soviet Union, marked the beginning of the "space race."

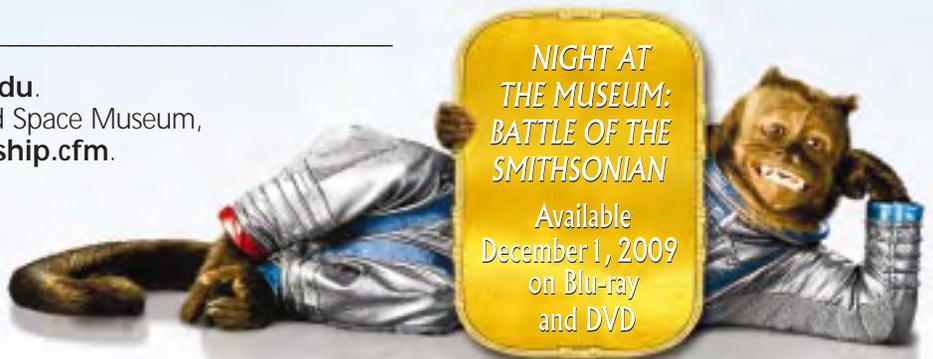
Which of the artifacts on the time line do you think is the most important?

Why? _____

Find out more about your choice. Use the back of this paper to make some notes so you can share what you learn with your classmates.

PART B. Amelia Earhart is quite a character in ***Night at the Museum: Battle of the Smithsonian***. But she was even more interesting in real life. She once said, "Never do things others can do and will do, if there are things others cannot do or will not do." What do you think she meant by that?

Visit the Smithsonian online at www.si.edu. To find out more about the National Air and Space Museum, go to www.nasm.si.edu/museum/flagship.cfm.

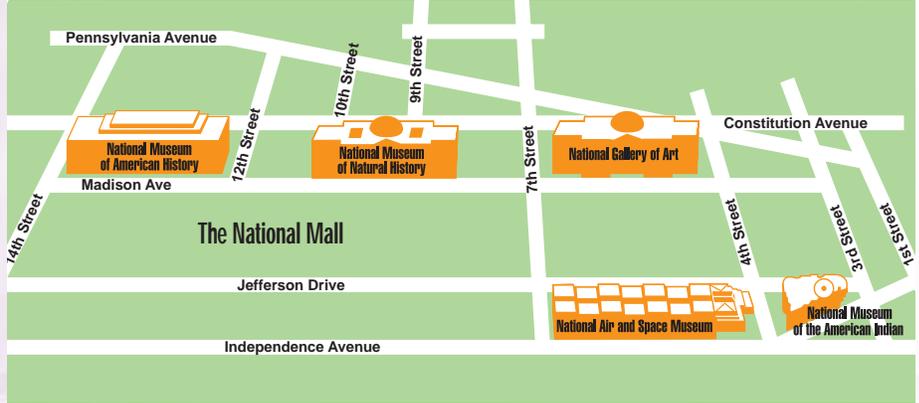




MUSEUMS COME TO LIFE

In *Night at the Museum: Battle of the Smithsonian*, the action takes place in several of the museums on the National Mall, including the National Air and Space Museum and the National Gallery of Art. Eleven of the 19 Smithsonian facilities are right on the Mall. (The National Gallery of Art is not part of the Smithsonian, but it's on the Mall, too.) They contain an amazing assortment of things. So many things, in fact, that the Smithsonian is sometimes referred to as America's Attic!

PART A. Take a look at the diagram of the Mall on this activity sheet. Can you imagine the kinds of things you might see in some of the different museums, judging from the museums' names? To get started, try your hand at returning all the following "lost objects" to the museums in which they belong—the National Gallery of Art, the National Museum of American History, the National Museum of Natural History, the National Air and Space Museum, or the National Museum of the American Indian. Just write the name of the museum in the space below each of the objects.



- | | | |
|--------------------------------------|---|----------------------------------|
| 1. "The Dance Lesson" by Edgar Degas | 5. A photograph of Geronimo | 9. The Hope Diamond |
| _____ | _____ | _____ |
| 2. Skeleton of a triceratop | 6. Able the space monkey | 10. An insect zoo |
| _____ | _____ | _____ |
| 3. Kermit the Frog | 7. A pocket compass from the Lewis and Clark Expedition | 11. Shoshone artifacts |
| _____ | _____ | _____ |
| 4. A moon rock | 8. Dorothy's ruby slippers from <i>The Wizard of Oz</i> | 12. A sculpture by Auguste Rodin |
| _____ | _____ | _____ |

PART B. Which of these five museums do you think holds the most interesting and unusual artifacts? (Go online to www.si.edu to find out more about each museum before you make your choice.)

Why? _____

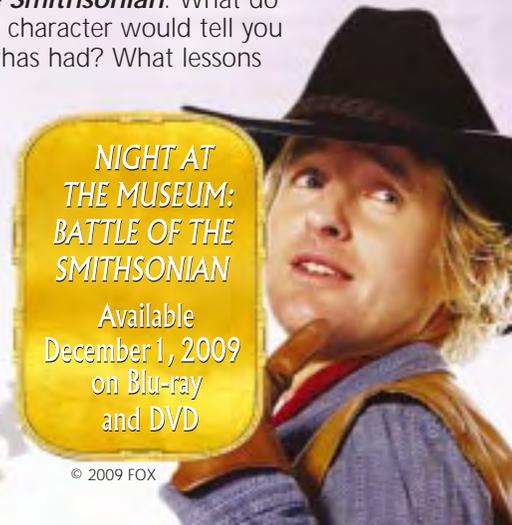
Pick one artifact, painting, or sculpture from the museum you chose, or a character from the film whose artifacts would be found in that museum. Select something or someone that really interests you.

The artifact/painting/sculpture/character I chose is: _____

I made this choice because: _____

You've probably heard about blogs—those websites where people comment on events, record their thoughts, or pretty much talk about anything they like. Maybe you've even read a few blogs, or contributed something to one. If not, now is your chance!

Imagine that your artifact or character has come to life, just as it might have done, or did, in *Night at the Museum: Battle of the Smithsonian*. What do you think that artifact or character would tell you about the experiences it has had? What lessons for today could you learn from what it has to say? Organize your thoughts and, on the back of this paper, create a blog entry about your choice and the lessons you learned from your imaginary conversation.



NIGHT AT THE MUSEUM: BATTLE OF THE SMITHSONIAN
 Available December 1, 2009 on Blu-ray and DVD





OUR LIVING MUSEUM

PART A. Larry Daley, the former night guard turned invention king in *Night at the Museum: Battle of the Smithsonian*, had lots of company during his wild night at the Smithsonian. Some characters—like the tiny cowboy named Jedediah, and Kahmunrah, the evil pharaoh—were products of the screenwriters' vivid imaginations. But others came straight from the pages of history. How much do you know about each of these people and what they did to become famous (or infamous)? Write the letter of the description that you think belongs with each person on the line provided.

- | | |
|----------------------------------|---|
| _____ 1. Attila | A. This Nobel Peace Prize winner was our 26th president. |
| _____ 2. Ivan IV | B. He led one of the most formidable and feared armies that Asia had ever seen. |
| _____ 3. Napoleon Bonaparte | C. One of the greatest military leaders in history, he met his downfall at the Battle of Waterloo. |
| _____ 4. Sacajawea | D. He graduated at the bottom of his class at West Point and was killed, along with all of his troops, at the Battle of Little Big Horn. |
| _____ 5. George Armstrong Custer | E. One of the most violent czars in Russian history, he killed his oldest son in a fit of rage. |
| _____ 6. Theodore Roosevelt | F. This Chicago crime boss quit school after the sixth grade. |
| _____ 7. Amelia Earhart | G. Called Lady Lindy because of her resemblance to Charles Lindbergh, she disappeared during her attempt to become the first woman to fly around the world. |
| _____ 8. Al Capone | H. A Shoshone Indian, she served as an interpreter and guide for the Lewis and Clark Expedition. |

Which of these people would you like to know more about? _____

Why do you think he/she is interesting? _____

Did any of your classmates choose the same person? If so, write their names here.

PART B. Your challenge, with your teammates, is to bring the person you selected to life in your Classroom Living Museum. But, first, you'll need to do some research and find out as much as you can about your choice. What would it have been like to live during the time your choice was alive? What did he or she do to become famous? How would you "interpret" your character for others? Use the back of this paper to begin making your notes. Your teacher will tell you how to make your Living Museum come alive.

Visit the Smithsonian online at www.si.edu.



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**NIGHT AT
THE MUSEUM:
BATTLE OF THE
SMITHSONIAN**

Available
December 1, 2009
on Blu-ray
and DVD



INTERVIEW WITH THE PAST

During Larry Daley's adventure in *Night at the Museum: Battle of the Smithsonian*, he gets to talk with some of history's most intriguing figures. Now it's your turn! Prepare to find out how it feels to interview a legend like Amelia Earhart, Albert Einstein, or Abraham Lincoln — and how it feels to be a legend yourself!

PART A. First, choose a legendary figure from history whom you would like to portray in an interview. Use Internet and library resources to research his or her life, taking notes in the space provided below or on the back of this sheet if you need more room.

I will portray: _____

Research Notes

PART B. Now pair up with a classmate. One of you will play the interviewer while the other portrays the historical figure. Then, you'll switch roles! When it's your turn to interview, review your partner's research to familiarize yourself with the historical figure. Use the questions below to conduct your interview, adding questions of your own in the space provided.

Interview Questions

Hello, _____!

Welcome to the 21st century!

1. What were your major accomplishments?
2. What were your regrets?
3. How did you influence others during and beyond your life?
4. What was your best and worst personality trait?
5. If you could have changed anything about yourself, what would it be and why?
6. If you were alive today, what changes would you like to make in your community?

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____



NIGHT AT THE MUSEUM: BATTLE OF THE SMITHSONIAN
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Family Connection: Watch *Night at the Museum: Battle of the Smithsonian* on DVD together and take turns interviewing and portraying your favorite historical characters from the film. Videotape the interviews and enjoy watching your family bring history alive!





BATTLE OF THE BANDS

During Larry Daley's battle at the Smithsonian, he encounters all kinds of interesting historical figures — some of them heroes, some of them villains.

Find out more about one of these historical figures and put his or her life to music in a battle of the bands!

PART A. In small groups, pick one historical figure from *Night at the Museum: Battle of the Smithsonian* to sing about — Octavius, Napoleon Bonaparte, Teddy Roosevelt, Sacajawea, or anyone you want. Then gather background for your song by using Internet and library resources to answer the questions below.

Our Historical Figure:

1. List the basic facts about your historical figure.

Date of birth: _____

Birthplace: _____

Occupation: _____

Date of death: _____

Circumstances of death: _____

2. What events shaped or changed this person's life?

3. What obstacles did he/she overcome?

4. What risks did he/she take?

5. What adjectives would you use to describe this person? Give examples from his/her life that illustrate those qualities.

6. What made this person's life special, interesting, remarkable, or admirable?

7. What important lessons did you learn from the way this person lived?

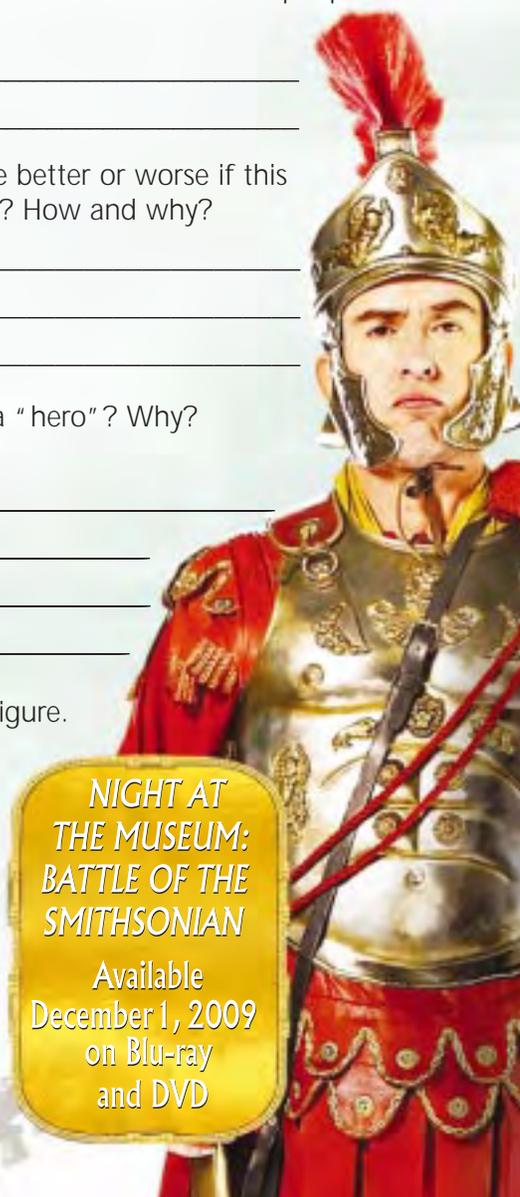
8. What effect did his/her life have on other people and the world?

9. Would the world be better or worse if this person hadn't lived? How and why?

10. Was your person a "hero"? Why? Why not?

PART B. Now, with your group, create a rap or song about your historical figure. Include as many facts as possible from your research and use the back of this sheet to brainstorm lyrics or rhymes. Practice your song or rap to prepare for a battle of the bands. The band with the most facts about their historical figure will be the winner. Good luck!

Family Connection: Watch *Night at the Museum: Battle of the Smithsonian* on DVD with your family. Perform your rap or song for your family. Have them join the fun by playing instruments, singing along, or creating a song of their own.



NIGHT AT THE MUSEUM: BATTLE OF THE SMITHSONIAN
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BIO-POEMS

Step into the shoes of your favorite historical character from *Night at the Museum: Battle of the Smithsonian* and describe their characteristics, hopes, fears, and life through a biographical poem.

PART A. Create a bio-poem about your favorite historical character from *Night at the Museum: Battle of the Smithsonian* using the format below. Attach a photo or draw a picture of your character in the space provided.

MY FAVORITE HISTORICAL CHARACTER



First Name of Historical Character

List four adjectives that describe his/her appearance.

List four adjectives that describe his/her personality.

Who loves _____

List three things he/she loves.

Who fears _____

List three things he/she fears.

Who would like to see _____

List three places/events/happenings he/she would like to see.

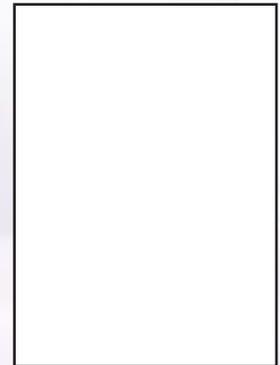
From _____

City, State, or Country

Last Name of Historical Character

PART B. Now create a bio-poem about yourself, adding a photo or drawing of yourself in the space provided. When you've finished, reflect on both poems and compare how you are similar to and different from your favorite historical figure.

MY BIO-POEM



Your First Name

List four adjectives that describe your appearance..

List four adjectives that describe your personality.

Who loves _____

List three things you love.

Who fears _____

List three things you fear.

Who would like to see _____

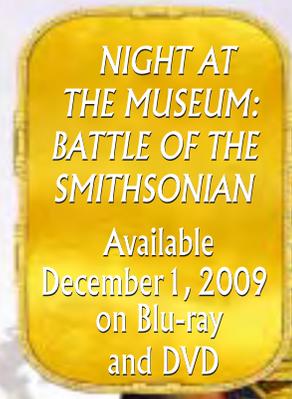
List three places/events/happenings he/she would like to see.

From _____

City, State, or Country

Your Last Name

Family Connection: Watch *Night at the Museum: Battle of the Smithsonian* on DVD together and share your bio-poems with your family. Challenge your parents to write bio-poems of their own!





OUR CLASS MUSEUM

Larry Daley's mission in *Night at the Museum: Battle of the Smithsonian* is to preserve history by keeping it safe and accurate. To keep his mission alive, it's your turn to preserve your class history for future generations to enjoy.

PART A. How will history remember you? Fill out this questionnaire to claim your place in history!



Name: _____

Age: _____

1. What is your favorite book? _____
2. What is your favorite movie? _____
3. What is your favorite subject in school? _____
4. What makes you laugh? _____
5. What do you enjoy doing in your free time? _____
6. Whom do you most admire? _____
7. What is your biggest accomplishment? _____
8. What three words best describe you? _____, _____, _____
9. What do you want to do when you grow up? _____
10. How do you want to be remembered? _____

PART B. Now it's time to create a class museum so future generations can explore your life and times. Collect photos, magazine cut-outs, illustrations, newspaper stories, etc., that will show people of the future your world today. As a class, use the artifacts you collect to decorate the outside of a large cardboard box, then clip out your questionnaire and put it inside. Now you're enshrined in your own class museum! Put your museum on display in your school library, or invite your parents to class for a museum tour.

Family Connection: Watch *Night at the Museum: Battle of the Smithsonian* on DVD together and create a family museum. Have each family member fill out a questionnaire and collect artifacts that illustrate his or her life.

NIGHT AT THE MUSEUM: BATTLE OF THE SMITHSONIAN

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READING BRINGS CHARACTERS TO LIFE!

AVAILABLE ON DVD DECEMBER 1, 2009!



READING BRINGS CHARACTERS TO LIFE!

AVAILABLE ON DVD DECEMBER 1, 2009!



BEN STILLER

NIGHT AT THE MUSEUM BATTLE OF THE SMITHSONIAN



THE PERFECT GIFT IS ON BLU-RAY AND DVD 12.1.09

TWENTIETH CENTURY FOX PRESENTS A 21 LAPS/1492 PICTURES PRODUCTION A SHAWN LEVY FILM BEN STILLER "NIGHT AT THE MUSEUM: BATTLE OF THE SMITHSONIAN" AMY ADAMS OWEN WILSON HANK AZARIA
CHRISTOPHER GUEST ALAIN CHABAT AND ROBIN WILLIAMS MUSIC BY ALAN SILVESTRI COSTUME DESIGNER MARLENE STEWART FILM EDITORS DON ZIMMERMAN A.C.E. DEAN ZIMMERMAN PRODUCTION DESIGNER CLAUDE PARE DIRECTOR OF PHOTOGRAPHY JOHN SCHWARTZMAN, ASC
EXECUTIVE PRODUCERS THOMAS M. HAMMEL JOSH MCLAGLEN MARK RADCLIFFE WRITTEN BY ROBERT BEN GARANT & THOMAS LENNON PRODUCED BY SHAWN LEVY CHRIS COLUMBUS MICHAEL BARNATHAN DIRECTED BY SHAWN LEVY



1492



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