



# 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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

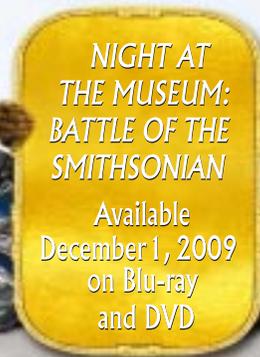
Find out more about your choice. Use the back of this paper to make some notes so you can share what you learn with your classmates.

**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](http://www.si.edu). To find out more about the National Air and Space Museum, go to [www.nasm.si.edu/museum/flagship.cfm](http://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](http://www.si.edu) to find out more about each museum before you make your choice.)

Why? \_\_\_\_\_  
 \_\_\_\_\_

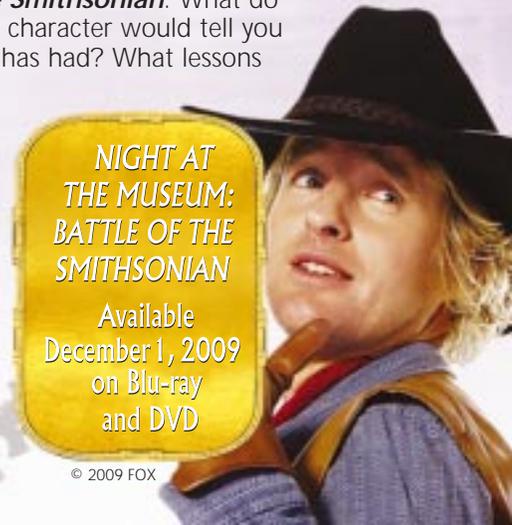
Pick one artifact, painting, or sculpture from the museum you chose, or a character from the film whose artifacts would be found in that museum. Select something or someone that really interests you.

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. *Museum: Battle of the Smithsonian*

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](http://www.si.edu).



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