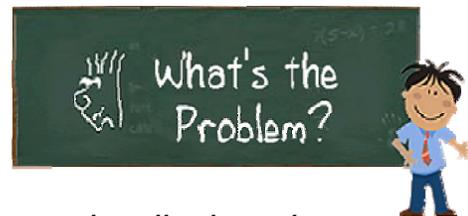


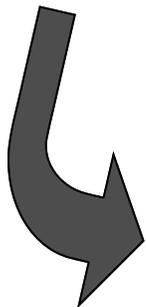
Teacher Instructions:



Problem Scenario: “Choosing an Icon”

The Main Problem: *You are in charge of choosing items to be displayed in a “Cultural Icon” section of the Smithsonian Museum of American History. What objects do you consider to be “iconic,” and how can you choose what to include in the museum?*

Your students will be viewing this problem from an **integrated** perspective.



What is a “cultural icon”?

Students will review the specific items that have been deemed “cultural icons,” and then decide how they would go about assigning that title to an item so that it can be included in a museum.

Step ①

**Review
Stimulus
Items**

Stimulus Item #1 — “The September 11th Flag” (video)
Stimulus Item #2— “Cultural Icons” of the Smithsonian
Stimulus Item #3— Formal Definition of “Cultural Icon”

***Students should take notes as they review the Stimulus Items*

Step ②

**Classroom
Discussion**

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Step ③

**Student
Response**

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. **How does an object become an “icon,” and is it an important distinction to make?**
2. **If you were a museum curator looking for items that are considered “cultural icons,” how would you come to a decision about which objects are worthy, and which are not?**

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Students should **create a list of criteria** that a museum uses to determine if an item is a “Cultural Icon.” This list should include characteristics that an object must have—or must NOT have—to make it a “cultural icon,” and therefore worthy of being included in the museum. Examples might be that an *“item must be recognizable by the majority of the general public”* or *“the item must NOT be a replica or counterfeit.”* Students should provide examples of objects that do and do not meet their list of criteria.

Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.