Exploring Human Origins
What Does It Mean To Be Human?

Traveling Exhibition Workshop
March 19-20, 2015
Smithsonian’s National Museum of Natural History, Washington, D.C.
ALA Site Support Notebook
Contents

Online site support notebook: https://apply.ala.org/humanorigins/home/resources

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Section 1: General
Questions/Contact Information

If you have questions about:

**Traveling Exhibition Content:**
Briana Pobiner, Smithsonian NMNH (POBINERB@si.edu, 202.633.1985)

**Exhibit Tour:**
Colleen Barbus, ALA Public Programs Office (cbarbus@ala.org, 312.280.5053)
Lainie Castle, ALA Public Programs Office (lcastle@ala.org, 312.280.5055)

**Shipping:**
Barb Eise, Sterling Corporation (beise@sterlingmail.com, 720.842.0500)
Exhibit Itinerary

2015

March 31 – April 27, 2015
Chesterfield County Public Library, Chesterfield, VA

May 9 – June 5, 2015
Orange County Library System, Orlando, FL

June 19 – July 16, 2015
Andover Public Library, Andover, OH

July 29 – August 25, 2015
Ephrata Public Library, Ephrata, PA

September 6 – October 3, 2015
Oelwein Public Library, Oelwein, IA

October 16 – November 12, 2015
Cedar City Public Library, Cedar City, UT

November 25 – December 22, 2015
Santa Clara County Library District, Milpitas Library, Milpitas, CA

2016

January 6 – February 2, 2016
Spokane County Library District, Spokane, WA

February 17 – March 15, 2016
Cottage Grove Public Library, Cottage Grove, OR

March 27 – April 23, 2016
Pueblo City-County Library District, Pueblo, CO

May 7 – June 3, 2016
Springfield-Greene County Library District, Springfield, MO

June 17 – July 14, 2016
Peoria Public Library, Peoria, IL

July 28 – August 24, 2016
Orion Township Public Library, Lake Orion, MI

September 7 – October 4, 2016
Skokie Public Library, Skokie, IL
October 16 – November 12, 2016
Wyckoff Public Library, Wyckoff, NJ

November 25 – December 22, 2016
Tompkins County Public Library, Ithaca, NY

2017

January 7, 2017 – February 3, 2017
Otis Library, Norwich, CT

February 18 – March 17, 2017
Fletcher Free Library, Burlington, VT

April 1 – April 28, 2017
Bangor Public Library, Bangor, ME
Project Director Contact List
(Sites listed in alphabetical order by state)

Santa Clara County Library District,
Milpitas Library
Stephen Fitzgerald
160 N. Main Street
Milpitas, CA 95035
408-262-1171
sfitzgerald@sccl.org

Pueblo City-County Library District
Maria Tucker
100 E. Abriendo Ave.
Pueblo, CO 81004
719-553-0205
Maria.tucker@pueblolibrary.org

Otis Library
Julie Menders
261 Main Street
Norwich, CT 06360
860-889-2365
jmenders@otis.lioninc.org

Orange County Library System
Angellee Sumrall-Lewis
101 E. Central Blvd
Orlando, FL 32801
407-835-7419
Sumrall-lewis.angellee@ocls.info

Oelwein Public Library
Jolissa Ohrt
201 E. Charles St.
Oelwein, IA 50662
319-283-1515
johrt@oelwein.lib.ia.us

Skokie Public Library
Mimosa Shah
5215 Oakton Street
Skokie, IL 60077
847-324-3158
mshah@skokiepubliclibrary.info

Peoria Public Library
Trisha Noack
107 Northeast Monroe
Peoria, IL 61602
TrishaNoack@ppl.peoria.lib.il.us
309-497-2141

Bangor Public Library
Linda Oliver
145 Harlow Street
Bangor, ME 04401
207-947-8336
loliver@bpl.lib.me.us

Orion Township Public Library
Beth Sheridan
825 Joslyn Rd.
Lake Orion, MI 48362
248-693-3000
sheridan@orionlibrary.org

Springfield-Greene County Library District
Jessie Alexander-East
4653 S. Campbell Avenue
Springfield, MO 65810
417-616-0525
jessieae@thelibrary.org

Wyckoff Public Library
Mary Witherell
200 Woodland Avenue
Wyckoff, NJ 07481
201-891-0656
witherell@wyckoff.bccls.org

Tompkins County Public Library
Sally Grubb
101 E. Green Street
Ithaca, NY 14850
607-272-4557
sgrubb@tcpl.org
Andover Public Library
Susan Hill
142 West Main Street
Andover, OH 44003
440-293-6792
hillsu@andoverlibrary.com

Cottage Grove Public Library
Pete Barrell
700 Gibbs Avenue
Cottage Grove, OR 97424
717-738-9291
communityservices@cottagegrove.org

Ephrata Public Library
Penny Talbert
550 South Reading Rd.
Ephrata, PA 17522
717-738-9291
ptalbert@ephratapubliclibrary.org

Cedar City Public Library
Lauren McAfee
303 N. 100 E.
Cedar City, UT 84721
435-586-6661
laurenz@cedarcity.org

Chesterfield County Public Library
Jennifer Shepley
9501 Lori Road
Chesterfield, VA 23832
804-717-6542
shepleyj@chesterfield.gov

Fletcher Free Library
Barbara Shatara
235 College St.
Burlington, VT 05401
802-863-3403
bshatara@burlingtonvt.gov

Spokane County Library
Vanessa Strange
4322 N. Argonne Rd.
Spokane, WA 99212
509-893-8370
vstrange@scld.org
Exhibit Discussion List

*Human Origins* project directors are members of an online project discussion list. As a member of the discussion list, you will automatically receive any message a member sends to the list. You may send a message to the entire group by sending an e-mail to:

humanorigins@lists.ala.org

To review information about how to manage communication preferences (change e-mail address, set to digest, etc.) visit: www.ala.org/ala/aboutala/offices/ppo/about/ppolist.cfm

The discussion list is a helpful way to:

• Send program updates
• Share ideas, resources, and helpful tips
• Ask questions
• Highlight useful links
• Receive important updates from ALA Public Programs Office staff
Use of $500 Programming Stipend

Each host site will be awarded a grant of $500 to support public programs related to the exhibition.

- **For example, grant funds may be used for the following costs:** Purchase of program supplies; speaker honoraria and travel expenses; publicity expenses for exhibit-related programs not associated with fundraising; acquisition of related books, DVDs, and other media related to the project; program mailing, printing, photocopying, and telephone costs.

- **Grant funds may not be used:** to pay for social events, receptions, entertainment, or alcoholic beverages; to pay for insurance for the exhibition; to support indirect costs, i.e., general administrative expenses of any kind, or to purchase equipment.
Exhibition Security Guidelines

The exhibition must be displayed in an appropriate and safe environment. An appropriate environment means that the exhibition is not displayed outdoors, in a tent area, or in a temporary building, but in an open area or gallery inside a permanent building. The exhibit should be monitored by staff every 30 minutes during peak periods of use, and every hour during off-peak times. The host should examine the exhibit at the end of each day to determine that all components are in working order and undamaged. Host will report any damage or other important information about the exhibition to ALA as soon as possible after it is observed.
Insurance

The host agrees to maintain responsibility for the condition of the exhibition. Sites will be held responsible for damage to or loss of the exhibition when it is under their control. ALA is not responsible for personal injury or property damage arising from the installation, use, or defective nature of the traveling display.

The host agrees to add an insurance rider in the value of $130,000 on their insurance policy for the time the exhibit is at the host site or arrange to have the exhibition insured under the host site’s comprehensive insurance for $130,000, and to provide a certificate of insurance or letter from an authorized insurance agent to the ALA Public Programs Office no later than 45 days prior to the exhibit opening day at the host site. Sites should insure the exhibition for seven days prior to and seven days following the exhibition display dates.

Please note: the programming stipend may not be used to pay for insurance coverage.
Americans with Disabilities Act

The Americans with Disabilities Act (ADA) (PL 101-336), which went into effect in July 1992, guarantees that people with disabilities shall have equal access to employment, public services and accommodations, transportation, and telecommunications services.

As public service providers, exhibition host sites must make reasonable efforts to give disabled people the same access to information, programs, and resources enjoyed by those who are not disabled.

Each host site on the tour will have varying capabilities for providing equal access to disabled people. We urge you to do as much as you reasonably can to make programs accessible to the disabled population.

Local or regional agencies which are responsible for services for the disabled may be helpful. We offer the following suggestions to enhance the accessibility of your programs:

- Allow space for wheelchairs in program spaces.
- Prepare a large-print version of publicity materials and program handouts.
- Provide for signing at programs.
- Provide audio versions of texts used in programming.
Section 2: Publicity
Publicity Checklist

This checklist provides an overview of important publicity reminders. For more detailed information, please thoroughly review the Publicity section of the Site Support Notebook.

✓ To meet media and other deadlines, you will need to start promoting your programs at least six weeks to two months in advance. See the “Promotion Guide” for helpful suggestions.

✓ Use official project credit information on all publicity materials. Use sponsor and funder logos on materials wherever possible.

✓ All publicity images must be accompanied by the ownership credits provided with the image. See “Guidelines for Use of Publicity Images” for more detailed information.

✓ Stress sponsorship and funding credits in press releases, press events, and all public programs.

✓ Host sites must submit – at least three days before printing or posting – all draft copy of publicity materials to the ALA. Please e-mail drafts to ppopreview@ala.org.
Official Exhibition Credit

Exploring Human Origins: What Does It Mean to Be Human? was organized by the Smithsonian’s National Museum of Natural History in collaboration with the American Library Association Public Programs Office. This project was made possible through the support of a grant from the John Templeton Foundation and support from the Peter Buck Human Origins Fund.

Please include logos for:

- Smithsonian
- John Templeton Foundation
- American Library Association
Guidelines for Sponsor Acknowledgement

When in doubt, ask the ALA Public Programs Office.

- **The official credit line should appear on all printed and other visual materials** related to the exhibition, including press releases, brochures, publications, invitations, program flyers, advertisements, press kits, announcements, websites and local posters. It should also appear on any signage at the entrance to the exhibition. On all materials, it should appear in a type size that is readable and appropriate to the overall design. Include logos if space permits.

- **Logos:** Please use the Smithsonian, the John Templeton Foundation, and the American Library Association logos on materials wherever possible, especially on smaller PR pieces where the credit line does not fit. Logos may be found in the online site support notebook.

- **In speaking to or sending press releases** to newspaper reporters, radio and TV interviewers and other media personnel, please stress that full sponsorship and funding credit should be included in all articles and features. Some host sites include a line set off at the beginning of press releases saying “Editor: Please do not edit out sponsorship credits in paragraph __.”

- **At press events and in public programs:** The exhibition sponsors should be acknowledged orally at the beginning and end of press conferences, public programs, and other public events connected with the exhibition and at the beginning and end of radio or television interviews. Use the official exhibition credit as a guide.

- **Local sponsor credits:** Local sponsor credit must follow the *Exploring Human Origins* exhibition credit line and be in a type size no larger than the exhibition credit. The exception is materials or programs entirely supported by another funding source. In those cases, it is still necessary for the credit line or logos to appear, but the additional sponsor’s credit may appear first and in a larger size.

- **A digital copy of samples of printed press coverage** and PR materials must be submitted with the library’s final report to ALA.
Publicity Approval

Publicity for the exhibition is the responsibility of the exhibiting site; however, ALA will work with each host site to achieve the best coverage possible. Please contact the ALA Public Programs Office if you have questions or need PR materials. Project staff will be happy to speak to local reporters about the exhibit.

Host sites must submit – at least three days before printing or posting – all draft copy of publicity materials to the ALA. Please e-mail drafts to ppoprreview@ala.org.
Guidelines for Use of Publicity Images

In the event of violation of the following conditions, the sponsors of the exhibit reserve the right to terminate a participating library's program involvement.

- Host sites are authorized to use specific images in publicity for programs.
- Host sites may authorize newspapers and other media to use the images for exhibit publicity only. If host sites use other images, they are responsible for obtaining permissions if they are necessary.
- These images are to be used for noncommercial or educational activities and promotion of the Exploring Human Origins exhibition at the specified venues hosting the exhibit. Commercial use of any image for profit in another publication, edition, format, or language is prohibited.
- Host sites may not reformat, redesign, or otherwise alter the images. Host sites may print color images in black-and-white.
- All images must be accompanied by the ownership credits provided with the image.
- Libraries are liable for damages, claims, suits or other legal proceedings arising from or attributed to violation of third party rights resulting from any unauthorized creation, use, display, or modification of advertising or publicity materials relating to the exhibit.
Publicity Images, Captions, and Credits

Host sites are authorized to use the following images in publicity for programs. High resolution images can be found via the Smithsonian’s Newsdesk site:

http://newsdesk.si.edu/releases smithsonian-takes-hall-human-origins-across-country-new-traveling-exhibition

Please use image credit lines at all times; descriptive captions are encouraged if space is available.

Host sites which use other images for exhibit publicity are responsible for securing permissions to use them.

Nineteen public libraries across the country will host the traveling exhibition, “Exploring Human Origins: What Does It Mean to Be Human?,” for a month at time from Bangor, Maine to Spokane, Wash. The exhibition was developed by the Smithsonian Institution and American Library Association and will be on view at various locations between April 2015 and April 2017.
The new traveling exhibition aims to engage local communities in the global scientific exploration of how humans have evolved over time, while inviting discussion that connects this exploration to varied societal perspectives about what it means to be human. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
The new traveling exhibition will feature replicas and images of specimens from the Smithsonian’s “David H. Koch Hall of Human Origins” in Washington, D.C., including a reproduction of this bronze statue created by John Gurche of a curious two-year old Homo neanderthalensis learning from his mother. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
The new traveling exhibition will highlight key milestones in the journey of human evolution such as symbolic language development, as depicted in this artist’s rendering of a *Homo sapiens* creating an outline of his hand on a cave wall. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
HO Banner 2.jpg
Credit: Smithsonian’s Human Origins Program

The new traveling exhibition will inspire people to contemplate their place in the natural world and reflect on how human ancestors such as *Homo neanderthalensis*, *Homo heidelbergensis* and *Homo erectus* evolved to adapt in a variety of climates over millions of years. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
The new traveling exhibition tells the story of how humans, or *Homo sapiens*, are descended from a complex tree of upright walking ancestors, including species from the genera *Ardipithecus, Australopithecus* and *Paranthropus*. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
The 1,200-square-foot new traveling exhibition includes 3-D skull casts representing groundbreaking research in the scientific study of human origins. “Exploring Human Origins: What Does It Mean to Be Human?” was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
Paleoanthropologist Dr. Rick Potts is the director of the Human Origins Program at the Smithsonian’s National Museum of Natural History and is a curator and presenter of “Exploring Human Origins: What Does It Mean to Be Human?” The traveling exhibition was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
Dr. Briana Pobiner is a paleoanthropologist and educator in the Smithsonian Institution’s Human Origins Program and will be traveling to several of the libraries hosting “Exploring Human Origins: What Does It Mean to Be Human?” The new exhibition was developed by the Smithsonian Institution and American Library Association and will appear at 19 public libraries across the country between April 2015 and April 2017.
Logos

Please use the Smithsonian, the John Templeton Foundation, and the American Library Association logos on publicity materials whenever possible, especially on smaller PR pieces where the credit line does not fit. High resolution logo files may be found in the online site support notebook.

Grant recipients are authorized to use logos only for Exploring Human Origins purposes for the duration of the project. They do not need to obtain additional permissions. Please direct questions about logo usage to publicprograms@ala.org.
[LIBRARY NAME] HOSTS “EXPLORING HUMAN ORIGINS: WHAT DOES IT MEAN TO BE HUMAN?” TRAVELING EXHIBITION AND PROGRAMS ABOUT HUMAN EVOLUTION RESEARCH

WHAT The [LIBRARY NAME] will host *Exploring Human Origins: What Does It Mean to Be Human?*, a national traveling exhibition exploring the complex field of human evolution research. The exhibition will be accompanied by a series of free programs, including presentations by Smithsonian scientists.

WHEN The exhibition will be displayed from [START DATE] to [END DATE]. For a calendar of related programs, visit [WEBSITE]. The [LIBRARY NAME] is open [LIBRARY HOURS].

WHERE [LIBRARY NAME AND ADDRESS]

WHY Based on a popular exhibition at the Smithsonian’s National Museum of Natural History, *Exploring Human Origins: What Does It Mean to Be Human?* explores the process of scientific investigation by shedding light on what we know about human evolution and how we know it.

Through panels, interactive kiosks, hands-on displays and videos, the exhibition invites audiences to explore milestones in the evolutionary journey of becoming human — from walking upright, creating technology and eating new foods, to brain enlargement and the development of symbolic language and complex societies — advancements that define the unique position of humans in the history of life.

The exhibition seeks to foster a positive dialogue with people from different cultural perspectives and a respectful exploration into the science of human origins.

WHO *Exploring Human Origins: What Does It Mean to Be Human?* was organized by the Smithsonian’s National Museum of Natural History in collaboration with the American Library Association Public Programs Office. This project was made possible through the support of a grant from the John Templeton Foundation and support from the Peter Buck Human Origins Fund.

CONTACT [LIBRARY CONTACT, PHONE, EMAIL]
SAMPLE LETTER/EMAIL TO MEDIA/COMMUNITY GROUPS

[NOTE: In mailings to the media and community groups, include announcements, flyers and brochures of literary programs related to the exhibitions. Letters to the media should also include press kits, offer assistance in developing stories and include a library contact.]

[DATE]

Dear friend of the library, [PERSONALIZE GREETING WHENEVER POSSIBLE]

The [LIBRARY NAME] is pleased to announce the opening of a new exhibition, *Exploring Human Origins: What Does It Mean to Be Human?* Opening on [START DATE], the exhibition provides a fascinating glimpse into the complex field of human evolution research.

Based on a popular exhibition at the Smithsonian’s National Museum of Natural History, the exhibition explores the process of scientific investigation by communicating not only what we know about human origins but also how we know it.

Because human evolution can be a controversial topic, *Exploring Human Origins: What Does It Mean to Be Human?* also seeks to foster a positive dialogue with people from different cultural perspectives. Our goal is to enable a respectful exploration into the science of human origins through panels, interactive kiosks, hands-on displays, videos, and a series of free related programs, including presentations by Smithsonian scientists.

We are proud that [LIBRARY NAME] was chosen as one of 19 sites nationwide to host *Exploring Human Origins: What Does It Mean to Be Human?* The exhibition was organized by the Smithsonian’s National Museum of Natural History in collaboration with the American Library Association’s Public Programs Office. This project was made possible through the support of a grant from the John Templeton Foundation and support from the Peter Buck Human Origins Fund.

We would like to invite you to a special preview of the exhibit at [TIME] on [DAY/DATE] at the library [OR PARTICULAR LOCATION IN LIBRARY]. [NAME] will be the guest speaker. You will find additional information enclosed. Please contact me at [PHONE/EMAIL] if you have questions.

We hope you can join us as we introduce this exciting educational program to our community.

Sincerely,

[NAME]
[TITLE]
[LIBRARY NAME] HOSTS “EXPLORING HUMAN ORIGINS: WHAT DOES IT MEAN TO BE HUMAN?” TRAVELING EXHIBITION AND PROGRAMS ABOUT HUMAN EVOLUTION RESEARCH

[CITY] — Exploring Human Origins: What Does It Mean to Be Human?, a national traveling exhibition exploring the complex field of human evolution research, will be on display at [LIBRARY NAME] from [START DATE] to [END DATE].

Through panels, interactive kiosks, hands-on displays and videos, Exploring Human Origins: What Does It Mean to Be Human? invites audiences to explore milestones in the evolutionary journey of becoming human — from walking upright, creating technology and eating new foods, to brain enlargement and the development of symbolic language and complex societies — advancements that define the unique position of humans in the history of life.

Based on the Smithsonian’s What Does It Mean to Be Human? permanent exhibition hall at the National Museum of Natural History (NMNH), Exploring Human Origins: What Does It Mean to Be Human? seeks to shed light on what we know about human origins and how we know it. The exhibition welcomes different cultural perspectives on evolution and seeks to foster positive dialogue and a respectful exploration of the science.

“The topic of human evolution can be controversial, and we are proud that [LIBRARY NAME] can help encourage a constructive, informative discussion on the subject,” said [LIBRARY DIRECTOR NAME, TITLE]. “We encourage people of all beliefs to explore the exhibition, as it delves into human origins in a way that is understandable, fulfilling, captivating and relevant.”

The exhibition will be accompanied by a series of free library programs, including presentations by Smithsonian scientists.

Exploring Human Origins: What Does It Mean to Be Human? was organized by the Smithsonian’s National Museum of Natural History in collaboration with the American Library Association. This project was made possible through the support of a grant from the John Templeton Foundation and support from the Peter Buck Human Origins Fund.

[LIBRARY NAME] is located at [ADDRESS]. The exhibition is free and open to the public during library hours, [LIBRARY HOURS]. For information and a schedule of events, visit [WEBSITE] or contact [PHONE/EMAIL].
SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

For Immediate Release

[LIBRARY NAME] HOSTS “EXPLORING HUMAN ORIGINS: WHAT DOES IT MEAN TO BE HUMAN?” TRAVELING EXHIBITION AND PROGRAMS ABOUT HUMAN EVOLUTION RESEARCH

* * * * *


* * * * *

:20 The [LIBRARY NAME] will host Exploring Human Origins: What Does It Mean to Be Human? from [START DATE] to [END DATE]. The exhibition will be accompanied by a series of free programs about human evolution, including presentations by Smithsonian scientists. For details, visit [WEBSITE] or call [PHONE].

* * * * *

:30 The [LIBRARY NAME] will host Exploring Human Origins: What Does It Mean to Be Human? from [START DATE] to [END DATE]. Explore milestones in our evolutionary journey through interactive kiosks, hands-on displays and videos. The exhibition will be accompanied by a series of free programs, including presentations by Smithsonian scientists. For details, visit [WEBSITE] or call [PHONE].
Dr. Rick Potts
Director of the Smithsonian’s Human Origins Program

Dr. Rick Potts is a paleoanthropologist who directs the Human Origins Program at the Smithsonian’s National Museum of Natural History, where he also holds the Peter Buck Chair in Human Origins. Since joining the Smithsonian in 1985, Rick has dedicated his research to piecing together the record of Earth’s environmental change and human adaptation. His ideas on how human evolution responded to environmental instability have stimulated wide attention and new research in several scientific fields.

Bridging across many research disciplines, Rick’s field projects are located in the East African Rift and in southern and northern China. His latest work in the Rift Valley of Kenya has gained international attention as the first project to obtain a long drill core from an early human site in Africa, which will provide a detailed climate record spanning the past 500,000 years. Rick received his Ph.D. in biological anthropology from Harvard University in 1982, after which he taught anthropology at Yale University and served as curator of physical anthropology at the Yale Peabody Museum. Rick is curator of both The David H. Koch Hall of Human Origins at the Smithsonian’s National Museum of Natural History and a new, accompanying traveling exhibition called “Exploring Human Origins: What Does It Mean To Be Human?” He is also the author of the companion book, “What Does It Mean To Be Human?”
Promotion Guide

To draw the audience you seek and create awareness about your exhibit and related programs, your institution needs to plan and implement an effective promotional campaign. The following guidelines are intended to help you launch a successful campaign. Included are general suggestions for promotional activities.

Please note: All promotional materials should feature the official exhibit credit line. Please use the organizational logos whenever possible. Please use image credit lines for all authorized publicity images.

Getting started
To meet media and other deadlines, you will need to start promoting your programs at least six weeks to two months in advance.

First, you will need to determine your target audience, goals for audience size, and the best communication methods for this program. Involving your fellow staff members in program planning can be a great way to start determining these things and foster new ideas and additional support and enthusiasm. Try holding a mini-workshop or brainstorming session for staff. During this session:

- Emphasize the potential for recruiting new users and building support for the library.
- Communicate the goals for your program – what audiences you wish to reach, what you wish to accomplish.
- Assign staff with various interests/talents to work in small groups to carry out the goals.

Additionally, share your program plans with the institution’s director, board, Friends, and other support groups and invite their ideas and cooperation.

Defining your target audience
Your general promotional materials such as flyers, press releases, and advertisements are great vehicles for reaching a general audience of mixed ages and backgrounds. However, there are probably many other groups in your community that will be very interested in the exhibition and programs. These groups can provide support through passing the information on to members of their organization who may be interested in attending or providing financial and other support. Following is a list of organizations in your community that may be interested in your programs:

- Science organizations and clubs
- Historical societies
- Museums, arts, and humanities councils
- Book discussion groups (science, biography, general, etc.)
- Minority group associations, educational, and professional organizations
- Kiwanis and other civic and service organizations
- College and university departments
- Film study organizations
- High school and middle school classes
• Elementary and high school teachers, college and university professors/staff
• Professional associations and societies
• Councils on aging
• Senior centers
• AARP groups
• Lifelong learning societies and educational centers

Developing an audience profile
Ask yourself the following questions when you are developing an idea of the audiences you want to reach with program publicity:

Where do they work?
What newspapers do they read?
What radio programs do they listen to?
What TV stations do they watch?
What restaurants do they eat in?
Where do they spend their leisure time?
What other community activities do they take part in?
What social, religious, professional, civic organizations do they belong to?
What educational institutions do they or their children attend?
What special arrangements do they require?
   - Is a particular time of day best for programs?
   - Need child care?
   - Need transportation?
   - Need access/space for wheelchairs?
   - Need signing for deaf/hard of hearing?
   - If your program is outside your site, is parking available, public transportation?
   - Other physical/space/time considerations?

Choosing your communication methods
Once you’ve determined “who” you would like to participate in your program, you need to focus on “how” you’re going to let them know about the event. Most communication methods fall into these four categories:

• Public Relations/Publicity: newspaper and magazine articles, announcements on television and radio programs, press releases, letters to the editor, websites, web publicity, social media

• Direct Marketing: direct mailings, mass e-mail messages, web marketing

• Personal Contact: word-of-mouth, public speaking engagements, telephone, letters, e-mails

• Advertising: print ads, TV and radio spots, banners, flyers, bookmarks, posters, buttons, displays
Public Relations/Publicity

Public relations/publicity refers to content about your institution and programs that appear in the media. For example, a press release or public service announcement informing the media about your events may result in newspaper coverage or an announcement on a local radio program.

Several sample promotional materials have been developed for the exhibition. Feel free to use these materials as they are or adapt them for your particular needs. You will find these materials in this notebook:

- Sample news release
- Sample media alert/calendar listing
- Sample letter to community groups
- Sample public service announcements (PSAs)

Contacting the media and using the web to publicize your event is key to getting your message out to a mass audience. Here are a few methods you can use to contact your local media and use the web:

**Press and media**

- Send a press release announcing the event to your local newspapers, radio stations, and television stations at least two to four weeks before the event. If you have regional magazines or talk shows that list upcoming events, you may want to send a release to them as well. Since these media outlets often have longer lead times, send these press releases out at least four to eight weeks before the event.

  If possible, address press releases to a specific reporter. Call your local media outlets to find out who covers community, arts, science, or literary events and send your release to his/her attention. If that information is not available, address press releases to the “News Desk” for larger publications or “Editor” for smaller publications. Most media outlets prefer to receive press releases via e-mail. Also, if any of these publications also have a “Calendar of Events” section, be sure to send a press release to the contact for this section. Quite often, publications will run an article about an upcoming event and include information about it in their community calendar sections.

- About a week before your event, follow up the press release by sending a media alert to key contacts. The alert provides specific information about the date, time, and location for reporters and photographers who may be interested in attending the event or including the information in an “Upcoming Events” section. If possible, call each contact a day or two later to confirm that they received the media alert, find out if they have any questions, and see if they are interested in attending or getting more information about the program.

  If you find that media professionals are interested in attending the event or in getting more information, you will need to have additional materials available in a press kit. The press kit should contain one copy of the press release, media alert, photos, and biographies of your
speakers and other key participants, and copies of all promotional materials – flyers, bookmarks, etc. Alternately, you may decide to create an **electronic press kit**, which would include PDFs of all the materials listed above saved to a disk or a USB flash drive, or uploaded to a section of your institution’s website that can be easily accessed by the local media. If you do get an opportunity to discuss the event with a reporter, suggest story ideas and offer to schedule an interview with your speakers and partner organizations. (First make sure your program guests, scholar, and partner organization representatives are willing to be interviewed.)

- Since television and radio stations are required to use a percentage of their airtime for non-profit and public announcements, your local stations may be willing to air a free **public service announcement (PSA)** about your program or event.

**The Web**
- If your institution’s website doesn’t have a “Coming Events” section, talk to your webmaster about creating one. This is the perfect place for library/institution patrons to find out details about your programs. Make sure you include as much information as possible on your site. The web is a key way to provide details to patrons and community members who may have heard about the event, but need details about the date, time, location, topics discussed, etc.

- Also include links from your site to your partners’ sites. When the website is up, send an e-mail with the address of the site to the ALA Public Programs Office to include on their project website. If you post information about the series on your institution’s website, be sure to include the web address on all promotional materials.

- The web can also be useful for getting the word out about your event through other organizations’ websites. Your city, community centers, local media outlets, and Chamber of Commerce may post information about community events on their websites. Additionally, many major cities also have web-based entertainment and event guides, like citysearch.com, which provides information about events in several cities. Find out if these websites exist in your area and contact the site’s staff about posting your event and information. Many of these sites will post information about non-profit organizations’ events free of charge.

**Social media**
If your site has a presence on social networking sites such as Facebook, Twitter, YouTube, or Flickr, be sure to post information to those venues when promoting your upcoming events. Include the relevant information about date, time, and location, but also include a preview of the themes of the program. Consider creating a short video or podcast to preview the subject matter to be discussed and provoke conversation. Remember to include your institution’s electronic networks not just through the promotion period, but through the programming period as well. Sites such as Facebook and Twitter can be the logical place for participants to continue any conversation that begins at your site.

**Twitter** gives you 140-characters with which to convey information instantly. Use Twitter to
promote an upcoming event, share breaking news, or connect people to your website, Facebook page, or blog. Following are a few sample tweets:

1. *Exploring Human Origins* is coming to the library! Sign up @ [URL] for our free [weekly, monthly, etc.] e-newsletter.

2. Talk to us. What’s the best [book, DVD, etc.] about human evolution that we don’t yet offer?

3. Learn about [include Human Origins program information]. Free program @ [URL].

4. Miss out on last week’s program [program name]? View the video archive @ [URL].

5. Did you know [include relevant information]? Check out a new blog post written by our Human Origins community consultation panel member [include name] @ [URL].

6. [Share line from an exhibit-related book] [Include URL link to library’s online catalogue]

**Facebook** may help your site to make stronger connections and develop deeper relationships with your followers. Messages can be longer and you can include photos and videos. Following are a few sample Facebook posts:

1. [Speaker’s name] is coming to [your site’s name] on [date/time]. Come hear [him/her] talk about [topic]. Learn more about [speaker] at [URL].

2. From the blog [Include details and URL link to new exhibit-related blog post].

3. Check out our latest exhibit: *Exploring Human Origins: What Does It Mean to Be Human?* which was organized by the Smithsonian’s National Museum of Natural History in collaboration with the American Library Association Public Programs Office and made possible through the support of a grant from the John Templeton Foundation and support from the Peter Buck Human Origins Fund. [Include a photo]. Make sure to stop by and say hello! While you’re here, check out an exhibit-related book to learn more [URL].

4. Next time you check out a book, be sure to take one of the free bookmarks designed by the winners of our “What Does It Mean To Be Human?” essay contest. You can see them here [link to photos]. Get them while they’re hot off the presses.

**Direct marketing**

Using the list of community organizations and other groups you identified as your target audience, you can use direct marketing to contact these groups and individual members of these groups:

When contacting community and other organizations, use a personalized letter or phone call. You can also use a copy of your program flyer as an informal letter, if needed, but be sure to include a personal note soliciting support, especially if you are asking for financial or other support.
In addition to contacting organizations, you may want to target individuals in your community. If you keep a list of patrons’ e-mail addresses, sending a mass e-mail message about the upcoming event can be an effective and inexpensive way to get the word out to a number of people. If e-mail addresses are not available, you may want to consider creating a postcard to mail to library patrons, community members or others. Additionally, you may want to send an e-mail message about the program to community group leaders to post to their electronic discussion groups or forward on to their own address lists.

Personal contact

One-on-one personal contact can be one of your most effective ways of communicating with key individuals and groups. It can create a better understanding of programs and more enthusiasm than any other communication method. Some tips:

- Create a list of influential individuals in your community – the mayor, city council members, business leaders, etc. – who may be interested in your event. Send them a letter and program flyer about the event and ask to meet with them to discuss further. If a meeting is not possible, mention in your letter that you will call them within a week to follow-up. Even if these individuals cannot participate in the series, letting them know about the program could help the library/institution in other ways.

- When contacting community groups, you may want to ask to speak for 5 to 10 minutes at one of their upcoming meetings or events. This is inexpensive and effective since it allows you to both deliver your message and gauge responses. At the meeting, outline your overall series plan and present convincing reasons why the series may be of interest to them. Bring flyers, bookmarks and other materials along to handout after your speech. If possible, speak at the end of the meeting or offer to stay until the end of the meeting to answer questions.

- If speaking at a meeting is not possible, solicit support from these groups to help promote the program themselves. Ask the group leaders to pass out flyers or mention the program to their members and staff.

Advertising

Often the most expensive promotional method, advertising can also be one of the most effective vehicles for promoting your programs. Here are a few advertising methods:

- Promotional flyers and posters should be simple and include: the basic title or theme for the series, an identifying graphic, times, place, speakers’ names and brief biographical information, acknowledgement of funders and program partners, and if applicable, your institution’s web address. Flyers and/or posters can be posted at your site, other libraries, museums, and community centers (e.g., city hall, the post office, schools, local college student centers), restaurants, grocery stores, dry cleaners, bookstores, cafes, health clubs, etc. Ask Friends and trustees to post flyers and posters at their local grocery store, dry cleaners, hair salon, etc.
• Paid advertising in local newspapers and on local radio or television stations can be another effective, but costly method. Before considering paid advertising, approach your local newspapers, radio, and television stations regarding free public service announcements. Some newspapers and broadcast stations may be willing to donate or offer discounted airtime or ad space for non-profit groups. If you do receive free advertising, acknowledge the media outlet as a sponsor on program materials. If you consider paid advertising, also look to your Friends or other groups to underwrite costs.

• Developing simple, cost effective bookmarks, buttons, or other promotional items is another effective way to promote your event. These promotional items can also double as a “freebie” for patrons who attend the programs. Hand out promotional items at schools, community group meetings, or other locations. Ask Friends and trustees to hand out bookmarks to their friends and others.

**Putting it all together**
After reviewing this list, spend a little time thinking about which of these methods will work best for your event, your community, and your institution. Consider your budget and time available. Consider your planning team – is this effort a one-person production or committee-based? And, consider past successes and failures by looking at which communication methods you’ve used to promote past events. For your programs, you may want to combine some successful methods you’ve used before with some new ideas.

Also, keep in mind your goals for the size and type of audience you wish to attract. If your site can only hold a group of 50, you don’t need to spend hundreds of dollars on publicity. Instead, use your resources wisely. Use cost-effective methods and spend most of your time contacting individuals and groups you think will be most interested instead of contacting everybody in town. It is important to make sure that public is aware of your event, but this can be done with flyers and a few press releases to key media outlets. The rest of your time can be spent on letters and phone calls.

On the other hand, if you want to attract a group of 200 people who have never set foot in the library/institution, you will need to be more creative in your promotional activities. Most likely, you will need to spend a little more time contacting new people and developing promotional materials for new outlets and locations. However, this time and effort could pay off. Bringing new faces into the library/institution for a program will undoubtedly result in issuing more library cards and finding new life-long patrons.
Section 3: Programming
Programming Requirements

In order to reach a large audience with programming, library sites are required to have a formal opening of the exhibition. They are also required to create a project consultation panel composed of community members of diverse backgrounds and perspectives. The panels are meant to serve as advisors for developing local programs and publicity, and for organizing and conducting community discussions about evolution. The panels will ideally be composed of people from different religious, educational, humanities, civic, scientific and other community groups. The size of the consultation panels is flexible depending on community needs. In addition, members of the Broader Social Impacts Committee (BSIC) http://humanorigins.si.edu/about/bsic will help provide libraries with connections to local networks and groups interested in the science and religion dialogue.

Scientists from the Human Origins Program and members of the project's BSIC will develop program schedules at each library selected for the tour in early 2015. Programs are supported by the project grant from the John Templeton Foundation and will include the following:


   The discomfort felt by many people about evolution, particularly at the point where science and religion converge, has resulted in a lack of opportunities for the public to reflect on findings in human origins research and how these discoveries relate to people's personal understanding of the world and their place in it. This program will offer that opportunity and address a popular misconception that there is an inherent conflict between science and religion in the area of human origins. The BSIC has developed the Primer on Science, Religion, Evolution, and Creationism, a document that promotes a respectful, welcoming, and insightful public conversation on a topic audiences often see as troubling or prefer to avoid. The primer may be found at: http://www.humanorigins.si.edu/about/bsic/science-religion-evolution-creationism-primer

2. **Event for clergy and community leaders.** If individual libraries are interested in specifically engaging religious leaders in their community on the topic of human evolution, the BSIC co-chairs will coordinate a focused event for clergy and community leaders to explore the exhibit with Human Origins Program scientific and education staff and BSIC members. The agenda for discussion following the tour will be coordinated with input from the local project consultation panel. Ideally one or two local, respected clergy and community leaders will work with the BSIC co-chairs to invite their local colleagues to this event. (This event is optional for libraries.)

3. **Educator workshop.** Dr. Briana Pobiner, who leads the Human Origins Program's education and outreach efforts, and Dr. Rick Potts, the exhibition curator and director of the NMNH Human Origins Program, will present a 2-4 hour daytime or evening workshop on human evolution for science educators in each community hosting the exhibition. The workshop is
for classroom teachers; science, nature center, and museum educators; homeschoolers; and other local educators. It will feature exploration and hands-on practice in presenting the Human Origins Program resources provided for each community. These resources include a set of five early human skull casts; classroom-tested, high-school Biology teaching supplements on "What Does It Mean to Be Human?", and a teacher resource on cultural and religious sensitivity strategies. Depending on the size of the community, project sponsors would like to have from five to 20 teachers attend this workshop.

4. **Evening science program.** In consultation with each library's program developers and community panel, Dr. Rick Potts or Dr. Briana Pobiner will give a lecture for the general public about the latest research in human evolution and an overview of exhibition themes and messages. This program will ideally also involve another scientist speaker from the local area, and would very likely be held on or close to the opening day of the exhibition.

**Other programs**
In addition to the programs presented by NMNH and BSIC staff, libraries should present at least one public program during each of the other weeks of the exhibition. The consultation panel should also serve as advisors for these programs. Programs may be lectures by experts in this area, panel discussions, book discussions (a list of recommended books will be provided), readings, performances, and other formats.

Collaborations with schools including universities and community colleges, science centers, and museums in presenting programs are recommended. Presenting a free program at a different public venue to help draw different audiences is encouraged. Libraries are also encouraged to work with local experts in the science of human origins, religious studies, ethics, philosophy, and the arts and humanities in developing these programs.

The project funder and organizers would like libraries to engage with schools in presenting the exhibition to the community. Visits to the exhibition by school groups are strongly encouraged.
Additional Programming Ideas:

- **Host an exhibit “teaser” event** before the exhibit arrives to generate interest—possible events include lectures, films, or readings related to exhibit themes.

- **Create displays or related exhibits** of books, artwork, or other display items about exhibit-related topics.

- **Host a book discussion or other program** focused on the book *What Does it Mean to Be Human?* The traveling exhibition is complemented by this companion volume written by exhibit curator Rick Potts and Chris Sloan. The book amplifies and clarifies many aspects of the original exhibition hall and expands the experience for the visitor. Consider using this book to deepen discussion about the content of the exhibition. Dr. Potts will bring a copy of the book to each site to keep and make available with the exhibition.

- **Work with your project team to develop exhibition-related theme-of-the-week activities for adults.**

- **Create a public forum for discussion** by making space available for written exhibition feedback. For example, pose a question to site visitors and make a bulletin board/wall space available for public feedback and comments, or encourage visitors to contribute their comments in an exhibit guestbook.

- **Host a community conversation** to gather insights and answers to the question: “What does it mean to be human?” Invite a moderator to facilitate a “kitchen-table conversation” where participants will be able to discuss and listen to various viewpoints.

- **Host a poetry reading** with the theme “What does it mean to be human?”

- **A program focused on human variation – are we so different?** Despite the variety of people in the world, humans are one species – with a far longer prehistory compared to the time in which human differences have arisen. Host a community dialogue that considers the similarities and shared history of all humanity in light of the ethnic and geographic diversity represented in your community.

- **Host a program focused the relationships between scientific and religious perspectives on human evolution.** Some ideas could include a program or panel discussion on humanity’s role in Earth’s future from scientific and religious perspectives; a program or panel discussion connecting faith, human evolution, environmental ethics, and philosophy; or a program or panel discussion Native American perspectives on humanity’s relationship to the Earth.

- **Host a program about human evolution and environmental change.** Include a discussion of how early humans responded to the challenges presented by changing climates, and how humans might evolve to cope with future environmental change.
• Host a program to share and discuss creation stories from around the world.

• Host a panel discussion about human evolution education in the United States.

• Partner with local scientists in your community. They could present science demonstrations or contribute to a webinar, or set-up an online discussion of the Exploring Human Origins through the library’s website, moderated by a local scholar. You could invite local experts to discuss the early inhabitants of your library’s region and make connections to exhibition themes.

• Host a videoconference with a local or national science center, focused on exhibit-related content.

• Sponsor a One Book, One Community program during the exhibit using a popular text related to exhibit themes, such as Your Inner Fish: A Journey Into the 3.5-Billion-Year History of the Human Body by Neil Shubin. Consider creating a series of book discussions, led by a scientist.

• Host a program on the scientific exhibit themes that connect to other aspects of people’s lives. Some examples could be a program that traces human evolution through art and music; a program about the evolution of language; a program about brain evolution; or a program about what our human ancestors ate and the role of food in human evolution.

• Host a program about genetics. Some examples could be a program about genetic mutations and their role in the evolutionary process, or a program about love and DNA – did human evolution shape your taste in a mate?

• Host a program about how scientists use their knowledge of evolution to solve modern problems in the fields of health, agriculture, and ecology. One example could be a program about the growing problem of antibiotic resistance and the evolution of infectious diseases.

• Host a program about the effects of technology on the evolution of human bodies.
Programming Ideas for Younger Audiences

**Pre-school/elementary school:**

- **Provide opportunities for young children to explore nature on library grounds.** Just as Darwin’s observations from his journey helped him to develop the theory of natural selection, help children to practice their observation skills. For example, a reading of a counting book about ladybugs for pre-school-aged children could be followed up with a walk around the library to search for and observe living insects.

- **Hold story time sessions for children** using books about human evolution (see book list for younger readers for ideas).

- Learn about rock art made by early humans from around the world ([http://humanorigins.si.edu/evidence/behavior/art-music/rock-art](http://humanorigins.si.edu/evidence/behavior/art-music/rock-art)) and **provide young people with the supplies to make their own rock art creations**.

- **Partner with a local children’s museum** on programs about exhibit-related themes.

**Middle/high school:**

- **Partner with a science center** to learn about how many aspects of human anatomy and physiology are shared with other animals on Earth. For example, invite zoo education staff to show, via bones, that a giraffe’s remarkable neck contains only seven vertebrae, identical to the number of human neck bones.

- **Partner with area school’s art classes** to create pieces on the theme “What does it mean to be human?” and display them in the teen section of the library.

- **Partner with an art museum** to do a program with children that involves masks, shells, or other artifacts that connect to human evolution.

- **Plan a human evolution-related project for a science fair.**

- **Plan a program inviting young people to work with a scientist** on a hands-on science activity connected to exhibition themes.

- **Host a hands-on science learning opportunity** (such as extracting human DNA from cheek cells), and follow-up with a discussion of what DNA tells us about being human.

- **Plan a program showing students how to use evidence to form hypotheses** and examine how evidence can be used to support more than one hypothesis.
• **Invite young people to create a multimedia presentation** for the library about human evolution.

• **Enlist a Teen Advisory Board** to help plan and promote *Exploring Human Origins* programs for young adults.

• **Allow youth to curate an exhibit** related to *Exploring Human Origins*.

• **Role play for teens**: after learning about the Scopes Trial, invites teens to determine whether or not John Scopes would be found guilty of teaching evolution as if it took place today.

• **Host an essay contest**: challenge students to write an essay focused on “What does it mean to be human?”

• **Include a title for young people** in an *Exploring Human Origins* “One Book, One Community” series.

• **Work with young people to journey back in time** by uploading a personal photo to watch themselves travel back through evolution: http://www.open.ac.uk/darwin/devolve-me.php

• **Interview a scientist** connected to the programming or exhibition development for the *Exploring Human Origins* exhibition. Write a career profile for the school newspaper.
Additional Fundraising Information

Past library participants have reported receiving funding for programmatic activities from the following:

**Nonprofit sources:**

- Friends of the Library
- Science/History professional organizations
- University departments
- Local science groups
- State humanities councils
- State and local arts councils
- University administration (lecture series funds, events planning and coordination committees, dean of faculty, sports department, history department, African American studies department, humanities division, president’s/provost’s/chancellor’s funds)
- Community college cultural advisory board, educational foundation, contracts and grants department
- Local/regional/state family foundations
- County historical societies
- The Links, Inc. (organization of African-American women)
- Centers for the Book
- Women’s business organizations such as Zonta

**For profit sources:**

- Credit unions
- Computer networks and computer stores
- Target and other department stores
- Banks
- Auto dealerships
- Supermarkets
- Hardware stores
- Newspapers
- Utility companies
Section 4: Resources
Books About Exhibition Themes for Adult Readers

Books about the science of evolution:


**Books about the scientific understandings of human origins:**


Darwin, Charles. *The Descent of Man, and Selection in Relation to Sex*.


Wynn, Thomas and Coolidge, Frederick L. *How to Think Like a Neanderthal*. Oxford University Press, 2012.

**Books about science, evolution, and religion:**


List of Suggested Books for Book Discussions

The following book discussion selections have been recommended by Dr. Briana Pobiner, paleoanthropologist and educator in the Smithsonian Institution’s Human Origins Program (in order of preference):


The traveling exhibition is complemented by this companion volume written by exhibit curator Rick Potts and Chris Sloan. The book amplifies and clarifies many aspects of the original exhibition hall and expands the experience for the visitor. Consider using this book to deepen discussion about the content of the exhibition. Dr. Potts will bring a copy of the book to each site to keep and make available with the exhibition.


In addition to the above books selected by Dr. Briana Pobiner, you may also want to consider the following titles for a possible book discussion program:


Books for Younger Audiences


MacDonald, Fiona. *Inside the Beagle With Charles Darwin*. Enchanted Lion, 2005. (Ages 8 and up)


Weaver, Anne H. *Children of Time*. University of New Mexico Press, 2012. (Ages 7-15)


Please see http://www.charliesplayhouse.com/evolution-books-for-kids.html for additional suggestions for evolution books for kids.
Related Websites

The following websites are provided to offer additional context to project themes. The American Library Association does not maintain the following sites and is not responsible for their content.

Smithsonian’s National Museum of Natural History:

http://humanorigins.si.edu/
Official website for the Smithsonian’s Human Origins Program

http://humanorigins.si.edu/exhibit
Official website for the Smithsonian’s David H. Koch Hall of Human Origins exhibit

http://www.humanorigins.si.edu/about/bsic/science-religion-evolution-creationism-primer
The BSIC has developed the Primer on Science, Religion, Evolution, and Creationism, a document that promotes a respectful, welcoming, and insightful public conversation on a topic audiences often see as troubling or prefer to avoid.

http://www.mnh.si.edu/press_office/statements/evolution.htm
The Smithsonian National Museum of Natural History’s statement on evolution

Evolution:

http://evolution.berkeley.edu/
Understanding Evolution is a non-commercial, education website, teaching the science and history of evolutionary biology. The site is a collaborative project of the University of California Museum of Paleontology and the National Center for Science Education.

Videos from PBS and WGBH are starting points for topics in evolution.

http://www.pbs.org/wgbh/nova/evolution/
NOVA television series focused on evolution.

http://www.pbs.org/wgbh/nova/evolution/becoming-human.html#becoming-human-part-1
NOVA’s comprehensive, three-part special, "Becoming Human," examines what the latest scientific research reveals about our hominid relatives.

http://www.pbs.org/your-inner-fish/home/
Your Inner Fish is now a three-part series on PBS. The series is based on the best-selling book and hosted by author and evolutionary biologist Dr. Neil Shubin.
http://www.hhmi.org/biointeractive/explore-evolution
The Howard Hughes Medical Institute has a series of videos about evolutionary topics and interviews with evolutionary biologists.

http://www.nationalacademies.org/evolution/
The National Academy of Sciences and its sister institutions have created a website with evolution resources, including information on books published by the NAS, as well as statements, research papers, and other resources.

http://www.nescent.org/eog/resources.php
Education resources from the National Evolutionary Synthesis Center

http://ncse.com/
The National Center for Science Education (NCSE) is a not-for-profit, membership organization providing information and resources for schools, parents, and concerned citizens working to keep evolution and climate science in public school science education.

http://www.anth.ucsb.edu/projects/human/
University of California, Santa Barbara online 3D gallery of modern primate relatives and fossil ancestors of humans

http://www.becominghuman.org/
Journey through the story of human evolution in a broadband documentary experience. Presented by the Institute of Human Origins, a non-profit, multidisciplinary research organization affiliated with Arizona State University, dedicated to the recovery and analysis of the fossil evidence for human evolution.

http://www.elucy.org/
eLucy is a website that will help you to learn about the world’s most famous fossil, Lucy, a member of the species Australopithecus afarensis, who lived 3.2 million years ago.

http://www.eskeletons.org/
eSkeletons provides an interactive environment in which to examine and learn about skeletal anatomy through an osteology database.

http://www.nature.com/scitable/knowledge/biological-anthropology-98009799
This free, science library page focuses on biological anthropology – Where do we come from? Where are we going? These are some of the big questions biological anthropology seeks to answer, using the principles of evolution as a backdrop for formulating and testing hypotheses about humanity's past, present, and future.

http://www.newscientist.com/topic/evolution
*New Scientist* magazine page features current articles focused on evolution.
http://darwin-online.org.uk/
Searchable collection of Darwin's books, articles and manuscripts. Provides both searchable text and facsimile images.

https://evolution-institute.org/this-view-of-life/
This 'webzine' is an online general interest magazine in which all of the content is from an evolutionary perspective. It includes content aggregated from the Internet, following the example set by the Huffington Post, as well as new content generated by a staff of editors and contributing authors in eleven subject areas: biology, culture, health, arts, technology, religion, politics, mind, economy, environment, and education.

http://seedmagazine.com/content/article/darwin_200/
SEED magazine honors Darwin with a curated exploration of the culture of ideas that has arisen as a result of Darwin's life and work.

https://www.koshland-science-museum.org/sites/all/exhibits/exhib_infectious/index.jsp
The Marian Koshland Science Museum of the National Academy of Sciences' Infectious Disease: Evolving Challenges to Human Health exhibit examines impacts of microbial evolution on the spread of disease over the centuries. Visitors can explore characteristics of different bacteria, viruses, and fungi, as well as the diseases that are caused by many of them both virtually and in-house.

http://www.charliesplayhouse.com/
Evolution for Kids is a gathering place for parents and others who want to inspire children with the vast, dazzling history of life on Earth.

http://rapguidetoevolution.co.uk/
The Rap Guide to Evolution is a hip-hop tour of modern biology, exploring the implications of Charles Darwin's theory of "Evolution by Natural Selection" through the medium of the rap music.

http://www.talkorigins.org/
This website offers a collection of articles and essays to provide mainstream scientific responses to the frequently asked questions about evolution.

http://www.bbc.co.uk/darwin/
In 2009 to mark the 200th anniversary of Charles Darwin's birth and the 150th anniversary of the publication of 'On the Origin of Species', the BBC aired a season of landmark TV and radio programs.

http://www.understandingrace.org/home.html
Website for the “Race: Are We So Different?” project, which explains differences among people and reveals the reality – and unreality – of race. The story of race is complex and may challenge how we think about race and human variation, about the differences and similarities among people.
Science and Religion

http://biologos.org/
BioLogos invites the church and the world to see the harmony between science and biblical faith as we present an evolutionary understanding of God’s creation.

http://www.ctns.org/
The Center for Theology and the Natural Sciences promotes the creative mutual interaction between theology and the natural sciences.

http://www.theclergyletterproject.org/
The Clergy Letter Project is an endeavor designed to demonstrate that religion and science can be compatible and to elevate the quality of the debate of this issue. It sponsors annual Evolution Weekend events and has created a data base of scientists interested in working with clergy members to answer questions about all aspects of evolution.

http://www.counterbalance.org/
The Counterbalance Interactive Library offers new views on complex issues from science, ethics, philosophy, and religion. Here you'll find extensive resources on the evolution/creation controversy, biomedical ethical challenges, and much more.

http://www.zygoncenter.org/
The Zygon Center is dedicated to relating religious traditions and the best scientific knowledge in order to gain insight into the origins, nature, and destiny of humans and their environment. The purpose of the Center is to bring together scientists, theologians, and other scholars to discuss and carry out research on basic questions and issues of human concern.

http://pewforum.org/docs/?DocID=394
The Pew Forum investigates religious group’s views on evolution

http://www.ewtn.com/library/papaldoc/jp961022.htm
On October 22, 1996, Pope John Paul II addressed the Pontifical Academy of Science on evolution with particular attention to human origins. This is the transcript of that address as it appeared in L'Osservatore Romano.

http://episcopalscience.org/resources/catechism-creation/
The Episcopal Network for Science Technology and Faith produced this document in the form of a series of questions and answers as a resource for members of the U.S. Episcopal Church on the theology of creation, science and creation and caring for creation.

http://www.elca.org/Our-Work/Publicly-Engaged-Church/Faith-Science-and-Technology
This is the site for the Evangelical Lutheran Church in America’s work in the area of faith, science and technology including a link to the Lutheran Alliance and its online publication, Covalence.
Classroom Resources


http://humanorigins.si.edu/education/lesson-plans
Smithsonian site includes well-vetted lesson plans focused on human evolution.

http://evolution.berkeley.edu/evolibrary/teach/index.php
Understanding Evolution is a non-commercial, education website, teaching the science and history of evolutionary biology. The site is a collaborative project of the University of California Museum of Paleontology and the National Center for Science Education. This section of the website offers lesson plans for different grade levels.

http://www.pbs.org/wgbh/evolution/
Professional development courses, lesson plans, and teaching strategies from PBS.

http://www.becominghuman.org/node/learning-center
Subject-designed exercises, activities, and games related to human evolution. Presented by the Institute of Human Origins, a non-profit, multidisciplinary research organization affiliated with Arizona State University, dedicated to the recovery and analysis of the fossil evidence for human evolution.

http://ncse.com/
The National Center for Science Education (NCSE) is a not-for-profit, membership organization providing information and resources for schools, parents, and concerned citizens working to keep evolution and climate science in public school science education.

www.indiana.edu/~ensiweb/evol.fs.html
Evolution lesson plans available from the Evolution and Nature of Science Institutes

http://ncse.com/media/voices/science
National Center for Science Education’s compilation of statements on evolution from scientific and scholarly organizations.

http://ncse.com/media/voices/religion
National Center for Science Education’s compilation of statements on evolution from religious organizations.

http://ncse.com/media/voices/education
National Center for Science Education’s compilation of statements on evolution from educational organizations such as the National Science Teachers Association and the National Association of Biology Teachers.
http://ncse.com/media/voices/civil-liberties
National Center for Science Education’s compilation of statements on evolution from civil liberties organizations.
Films

Following is a general list of films that might be used with Exploring Human Origins. This is not a comprehensive list, nor is it an ALA-reviewed or recommended list. Please preview films for quality and appropriateness for your audience.

Each library wishing to show films related to Exploring Human Origins must arrange for public performance rights (PPR) and payment of fees for those rights, as necessary. (Please see Swank Motion Pictures, www.swank.com, 1-800-876-5577; Swank rental fees include public performance rights.)


Are We Still Evolving? BBC, 2010.

Becoming Human. PBS NOVA, 2009.


Evolution: A Journey Into Where We're From and Where We're Going. PBS, 2001.


Your Inner Fish. PBS, 2014.
Exhibit Panels

A listing of Exploring Human Origins exhibition panels (PDF), as well as set-up instructions and a packing list, is available at: https://apply.ala.org/humanorigins/home/resources.
Exhibit Script

Exploring Human Origins exhibition script (PDF) is available at: https://apply.ala.org/humanorigins/home/resources.
Teaching Materials

Exhibition teaching materials (PDF) from the Smithsonian’s Human Origins Program is available at: https://apply.ala.org/humanorigins/home/resources.
Section 5: Logistics
Logistics Checklist

✓ Shipper contacts host site to arrange for convenient exhibit delivery and pick-up time.

✓ Check the condition of the exhibit as you unpack crates. If any exhibit parts or materials are missing or damaged, please notify ALA immediately.

✓ Once the exhibit is set-up, please return a completed Condition Report form to ALA.

✓ The first date in the itinerary is the last day the shipper is allowed to deliver the exhibit, although it might arrive before that date. When you are planning exhibit openings, remember that you might not receive the exhibit until the first date in the itinerary, and you will need at least a day or two to set it up.

✓ The last date in the itinerary is when the exhibit must close. Host sites are asked to have the exhibit packed up and ready to go by the date indicated for each site, so please allow time to repack it.

✓ Complete a final report form within 30 days of the closing of the exhibition.
Installation Instructions

The host site project director will supervise the unpacking and setting up, and the taking down and repacking of the exhibit, following the instructions given to the host site by the exhibition sponsors. The host site will display the exhibit according to the guidelines provided by the exhibition sponsors.

*Exploring Human Origins* installation instructions (PDF) is available at: https://apply.ala.org/humanorigins/home/resources
**Required Programming Form**

Each host site must confirm program plans with ALA (titles, presenters, and times of all exhibition public programs). Please return the Required Programming Form to the ALA Public Programs Office at least one month prior to the start of your exhibition display period.

Host sites agree to notify the ALA Public Programs Office 45 - 60 calendar days before the exhibition opening, of the date and time of any opening events, and to provide 20 invitations to the project funder and sponsors for the opening event if requested.

The *Exploring Human Origins* Required Programming form will be available in the project’s online site support notebook.
Condition Report Form

The *Exploring Human Origins* Condition Report form will be available in the project’s online site support notebook.
Online Final Report Form

The *Exploring Human Origins* Final Report form will be available via the project’s online site support notebook.

Note about project evaluation: Host sites will participate in project evaluation as requested by the project sponsors and funder. The evaluation process employed by the Human Origins Program at the NMNH uses quantitative and qualitative methods to understand how people engage with the exhibition and programs in the local communities. In addition to paper surveys filled out by visitors leaving the exhibition, the evaluation will include observations of the public programs and in-depth interviews with residents, educators, students, and clergy members in a subset of the 19 host communities. All exhibition sites will be expected to take part in the evaluation process, although the nature and extent of that participation will vary among the 19 communities.