



Programming Ideas

[Interviewing Guide](#)

Use this guide to oral history interviewing from Smithsonian Center for Folklife and Cultural Heritage to encourage visitors to practice conducting interviews in English.

ARTLAB+ lesson plans (see attached documents):

[PSA Curriculum](#)

Adapt this curriculum from the Smithsonian's ARTLAB+ to have visitors create their own PSAs on an issue they care about.

[Media vs. Community Curriculum](#)

Adapt this curriculum from the Smithsonian's ARTLAB+ to have visitors learn to recognize and analyze what might be considered propaganda.

[Norman Rockwell and Freedom of Speech](#)

Adapt the "Freedom of Speech" lesson in this educator guide to hold a discussion among visitors of the value of freedom of speech

Additional Resources

Facebook/Twitter chats or posts

[Jane Stafford Profile](#)

Web profile of Jane Stafford, science journalist, from Smithsonian Archives

[Helen Thomas Legacy](#)

Blog post on the legacy of journalist Helen Thomas from National Museum of American History

[Intern Perspectives Series](#)

Series on National Museum of American History's blog showcases the work and opinions of student interns

[Jamestown Podcasting Guide](#)

Guide to podcasting developed by students in partnership with Smithsonian Center for Learning and Digital Access





Image Guide

Use these images (available at americanspaces.state.gov) from Smithsonian Collections and associated discussion questions to facilitate dialogue online.

Image 1

Citation: "Shays Rebellion" in the Massachusetts Gazette, 1786, National Portrait Gallery, Smithsonian Institution.

Discussion questions:

- *What details do you notice about this newspaper?*
- *What obstacles do you imagine journalists in early America may have had to face?*
- *What kind of obstacles do journalists in your community face?*

Image 2

Citation: Warshaw Collection of Business Americana – Jews, Archives Center, National Museum of American History, Smithsonian Institution

Discussion questions:

- *What details do you notice about this newspaper?*
- *What do you think might be the advantages and disadvantages of having media outlets for specific communities or minority groups?*
- *Is the news of the minority communities in your region reflected in the media?*

Image 3

Citation: Western Union Telegraph Company Records, Archives Center, National Museum of American History, Smithsonian Institution

News clipping from the New York Times with a Times Wide World Cablephoto of King George, Queen Elizabeth, Princess Elizabeth and Princess Margaret Rose.

Discussion questions:

- *What details do you notice about this newspaper image?*
- *Do you think this event (King George and Queen Elizabeth's trip to North America) would have been viewed as very significant at the time? Why or why not?*
- *Do you feel that the media in your community covers the news of the elite, or of the masses? Which is a journalist's responsibility?*





Image 4

Citation: Edward Murrow, artist Alfred Eisenstaedt, gelatin silver print, 1959, National Portrait Gallery, Smithsonian Institution

Later in his life, broadcast journalist Edward R. Murrow claimed to have had a "front row seat for some of the greatest news events of history." Hired by the Columbia Broadcasting System in 1935, Murrow made the first of more than 5,000 broadcasts in 1938 following Adolph Hitler's invasion of Austria. During World War II, Murrow became a household name for his descriptive radio reports and for his heartfelt closing, "Good night and good luck." Successfully transitioning to television after the war, he established a benchmark for excellence in television broadcasting with his program *See It Now*. Although his in-depth reporting on Senator Joseph McCarthy helped to undermine his anti-Communist activities of the 1950s, Murrow made enemies and lost sponsors, and in 1958 CBS cancelled the program. Alfred Eisenstaedt's portrait of Murrow—with his trademark cigarette—accompanied a 1959 profile of the famed journalist in *Life* magazine.

Discussion questions:

- *What details do you notice in this image?*
- *How would you describe this man? Does he represent the idea of "journalist" to you? Why or why not?*
- *Murrow was a household name in 20th century America. Are there any journalists in your region who are widely known? What are they known for?*

Image 5

Citation: Edward Murrow, artist Yousuf Karsh, gelatin silver print, 1956, National Portrait Gallery, Smithsonian Institution, gift of Estrellita Karsh in memory of Yousuf Karsh

A towering figure in the history of broadcasting, Edward R. Murrow achieved international acclaim, first as a radio news correspondent and later as a pioneer in the emerging medium of television. Murrow began his career with the Columbia Broadcasting System (CBS) in 1935 and was assigned to head the radio network's European bureau in London in 1937. When war engulfed Europe and Hitler's bombs rained down on Britain, Murrow remained at his London post. He assembled a superb roster of war correspondents for CBS and brought the conflict into American living rooms with his own vivid eyewitness reports that kept listeners glued to their radios. After the war, Murrow transitioned to television with *See It Now*—his groundbreaking documentary series that featured both in-depth reporting and news analysis. It was via the program's March 9, 1954 broadcast that Murrow helped to discredit Senator Joseph McCarthy's anti-Communist campaign by exposing the senator's unsavory tactics.

Discussion questions:

- *What details do you notice in this image?*





- *How would you describe this man? Does he represent the idea of “journalist” to you? Why or why not?*
- *Murrow was a household name in 20th century America. Are there any journalists in your region who are widely known? What are they known for?*

Image 6

Citation: Walter Cronkite, artist Robert Vickrey, watercolor and pencil on board, 1966, National Portrait Gallery, Smithsonian Institution; gift of Time magazine

As managing editor and anchor of the CBS Evening News, Walter Cronkite played a key role in the development of network news shows that influenced the public opinion of a generation. His style and demeanor earned him the trust and respect of many Americans. When he visited Vietnam in 1968 and called the conflict a stalemate, President Lyndon Johnson told an adviser, "If I've lost Cronkite, I've lost middle America." In times of great joy or sorrow in our nation, his mood mirrored what many Americans felt. Struggling to maintain his composure, he broke the news of President Kennedy's assassination in 1963, and whooped with joy during successful NASA missions. Robert Vickrey, who drew Time's 1966 cover portrait, only saw Cronkite in black and white on his television and incorrectly made his eyes brown. He later corrected the drawing with the most vivid blue he could conjure.

Discussion questions:

- *What details do you notice in this image?*
- *How would you describe this man? Does he represent the idea of “journalist” to you? Why or why not?*
- *Are there particular journalists, in your community or beyond, that you admire? What makes them admirable?*

Image 7

Citation: John Glenn and Walter Cronkite, artist Garry Winogrand, gelatin silver print, 1963, National Portrait Gallery, Smithsonian Institution

Discussion questions:

- *What details do you notice in this image?*
- *In this photo, journalist Walter Cronkite is seen with astronaut John Glenn. Are there major figures in your community you would be interested in interviewing?*
- *Are journalists in your community accessible and open to the public? If yes, in what ways? If no, do you think they should be?*





Image 8

Citation: Daniel Ellsberg and Walter Cronkite, artist David Marlin, gelatin silver print, 1971, National Portrait Gallery, Smithsonian Institution; gift of David A. Marlin

Discussion questions:

- *What details do you notice in this image?*
- *In this photo, journalist Walter Cronkite is seen interviewing military analyst Daniel Ellsberg, who broke the Pentagon Papers, which revealed government decision making regarding the Vietnam War. What ethics in journalism do you think are important to adhere to?*
- *Are there widely recognized standards for journalism in your region/community? Why or why not?*

Image 9

Citation: Rowland Evans and Robert Novak, artist Diana Walker, gelatin silver print, 1985, National Portrait Gallery, Smithsonian Institution; gift of Diana Walker

Discussion questions:

- *What details do you notice in this image?*
- *How would you describe these men? Do they represent the idea of “journalist” to you? Why or why not?*
- *Are there particular journalists, in your community or beyond, that you admire? What makes them admirable?*

Image 10

Citation: Helen Thomas, artist Michael Arthur Worden Evans, gelatin silver print, 1984, National Portrait Gallery, Smithsonian Institution; gift of the Portrait Project, Inc.

Discussion questions:

- *What details do you notice in this image?*
- *What obstacles do you imagine journalist Helen Thomas may have had to face?*
- *Are there women journalists in your community? If yes, how did they get to where they are? If no, what changes do you think need to be made to create a more open world of journalism?*

Image 11





Citation: William Randolph Hearst, artist Erich Salomon, gelatin silver print, 1930, National Portrait Gallery, Smithsonian Institution

Discussion questions:

- *What details do you notice in this image?*
- *How would you describe this man? Does he represent the idea of “journalist” to you? Why or why not?*
- *Are there particular journalists, in your community or beyond, that you admire? What makes them admirable?*

Image 12

Citation: William Randolph Hearst, artist Carlo de Fornaro, commercial relief print on paper, 1911, National Portrait Gallery, Smithsonian Institution

Discussion questions:

- *What details do you notice in this cartoon?*
- *Do you think this shows a favorable take on journalist/newspaper publisher William Randolph Hearst? Why or why not?*
- *William Randolph Hearst was known for “yellow journalism”- sensationalized stories. What standards do you think should be maintained by journalists in your region/community?*

Image 13

Citation: The Syrian World, Faris and Yamna Naff Arab-American Collection, Archives Center, National Museum of American History

Discussion questions:

- *What details do you notice about this newspaper?*
- *What do you think might be the advantages and disadvantages of having media outlets for specific communities or minority groups?*
- *Is the news of the minority communities in your region reflected in the media?*

Image 14-15

Citation: Women Working with Newspapers and Man Microfilming Newspapers, Scurlock Studio Records, ca. 1905-1994, Archives Center, National Museum of American History

Discussion questions:





- *What details do you notice about these images?*
- *How do you think the advent of the internet has impacted journalism, around the world?*
- *Do you read news in physical or digital form? What are the advantages and disadvantages of each format?*

Image 16

Citation: 1935 Newsroom Washington Tribune Paper, Scurlock Studio Records, ca. 1905-1994, Archives Center, National Museum of American History

Discussion questions:

- *What details do you notice about this image?*
- *Do you imagine the journalists depicted in this photo may have faced any obstacles?*
- *How do journalists today communicate with each other? Is there a strong network of journalists in your community?*

Image 17

Citation: Leonard Nadel Bracero Photographs, Archives Center, National Museum of American History, Smithsonian Institution

A bracero sits on his bed and reads a newspaper in a living quarter at a camp in California.

Discussion questions:

- *What details do you notice about this image?*
- *What do you imagine the bracero (temporary laborer) might have been reading about in his newspaper?*
- *Is the news of the minority communities in your region reflected in the media?*

Image 18

Citation: Mr. Jones Newspaper Staff Garnet Patterson Junior High School, Scurlock Studio Records, ca. 1905-1994, Archives Center, National Museum of American History

Posed group of young men and women sitting and standing around a table on a stage. A man and a woman, possibly teachers, stand with them.

Discussion questions:

- *What details do you notice about this image?*
- *This photo depicts young student journalists. Can youth participate in journalism in your community? Why or why not?*





- *If you were a student journalist, what issues would you be interested in reporting on?*

Image 19

Citation: Talcott Williams, Artist: Thomas Cowperthwaite Eakins, c. 1889, Oil on canvas
National Portrait Gallery, Smithsonian Institution; partial gift of the Kate and Laurens Seelye Family and the James Smithson Society.

Endowed with a far-ranging intellectual curiosity, Talcott Williams began his career in journalism in the early 1870s. In 1881 he was named an editor of the Philadelphia Press. In 1912 he became the first director of the Columbia School of Journalism. At Columbia, Williams set high standards for his profession, constantly reiterating his conviction that good journalism required not only writing ability but also a wide breadth of knowledge. Philadelphia-born, French-trained painter Thomas Eakins, who had been introduced two years earlier to the venerable American poet Walt Whitman by Williams, often asked his friends to pose. Many of these were bust portraits, and Eakins is noted for the variety he was able to achieve in this limited format. By depicting Williams with an expression of intense concentration on his face and his mouth open as though in conversation, Eakins succeeded in suggesting the energy, quick wit, and lively intelligence of his subject, who was known among friends as “Talk-a-lot’ Williams.

Discussion questions:

- *What details do you notice in this image?*
- *How would you describe this man? Does he represent the idea of “journalist” to you? Why or why not?*
- *Are there particular journalists, in your community or beyond, that you admire? What makes them admirable?*

Image 20

Citation: Robert Wolfe Journalism Honor Medal, artist Anthony de Francisci, Smithsonian American Art Museum, Gift of Mrs. Anthony de Francisci

The Journalism Honor Medal sponsored by Ohio State University’s School of Journalism and Communication commemorates the career of Robert F. Wolfe, publisher of the Ohio State Journal and the Columbus Dispatch until his death in 1927. This uniface artist’s strike, or sample, represents the obverse of the true medal. It shows a figure of Truth who rests one hand on a printing press and with the other offers a laurel wreath to a young man. The seated figure represents the journalism student to whom the award will be given.

Discussion questions:

- *What details do you notice in this object?*
- *What are the ideal qualities of a journalist?*





- *Are there particular journalists, in your community or beyond, that you admire? What makes them admirable?*

Image 21

Citation: Freedom of Speech, artist Norman Rockwell, lithograph on paper, 1943, Smithsonian American Art Museum, Gift of Holly and Nick Ruffin

Discussion questions:

- *What details do you notice in this image?*
- *Is freedom of speech a good goal for a society? Why or why not?*
- *How can journalists contribute to freedom of speech in your community?*

Image 22

Citation: Freedom of Press single, 1958, National Postal Museum, Smithsonian Institution

Discussion questions:

- *What details do you notice in this image?*
- *Is freedom of the press a good goal for a society? Why or why not?*
- *What obstacles, if any, need to be tackled for freedom of the press to flourish in your community?*

