







A MUSEUM ABOUT  
*the MAKING of the*

**AMERICAN  
PEOPLE**



**A Report from the Coalition for the  
National Museum of the American People  
2024**

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We hold these truths to be self-evident,  
that all men are created equal, that they are  
endowed by their Creator with certain  
unalienable Rights, that among these are  
Life, Liberty and the pursuit of Happiness.

DECLARATION OF INDEPENDENCE

IN CONGRESS, JULY 4, 1776.

...ous Declaration of the thirteen united States of A

*the Course of human events, it becomes necessary for one people to declare the political bonds which  
have connected them to another, and to assume among the powers of the earth, a separate and equal station  
to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of  
mankind requires that the reasons which impel them to the separation should be explained. We hold these truths to be self-evident, that all men are  
created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are  
Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among  
Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes  
destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying  
its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to  
promote their Happiness and safety. Prudence, indeed, will dictate that Governments long established should not  
be changed for light and transient causes; and accordingly all resort to a Reform should be borne to the  
same before a change is attempted. But when a long train of abuses and usurpations, pursuing invariably the  
same Object, evinces a design to reduce us to absolute Tyranny, it is our duty, it is our right, to throw off such  
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# INTRODUCTION

## NATIONAL MUSEUM OF THE **AMERICAN PEOPLE**

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**T**HIS REPORT, *Bringing All Americans Together*, was created to provide a plan for Congress and the President to create the National Museum of the American People (NMAP). The museum is about the making of the American People.

The report spells out what the museum is, why our nation needs it, where it might be located in our nation's capital, how much it could cost, how funds would be raised, and how it can become a reality.

The museum will show how the Constitution of the United States as amended anchors our democracy and serves as the center of gravity of what makes us Americans. It spells out our freedoms and rights as it created the government of the United States with power stemming from *We the People*.

The Constitution is what our Presidents, Members of Congress, judges, governors, civil servants and military swear an oath to uphold. Every new citizen who comes to our nation dreaming of becoming an American must take an oath to protect the Constitution.

This report concludes that our nation needs the National Museum of the American People now as a vehicle to bring all Americans together. The NMAP, literally, does just that as it tells the powerful story about the making of the American People from the very first humans on this land some 20,000 or more years ago through today.

**This is our story. It includes all of us.**



MTFA  
Architecture



NATIONAL MUSEUM OF THE  
**AMERICAN PEOPLE**

# VISION FOR THE

## NATIONAL MUSEUM OF THE **AMERICAN PEOPLE**

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**T**HE NATIONAL MUSEUM OF THE AMERICAN PEOPLE is a proposed ground-breaking museum that will tell our nation's dramatic central story about the making of the American People. It will advance and disseminate knowledge about that history. Our compelling narrative, about peoples crossing oceans and continents to come to this land and nation, begins with the first humans in the Western Hemisphere and continues through today.

This novel addition to our nation is crucial now as it literally brings all Americans together. The NMAP will celebrate every group who became Americans, whether from Europe, Africa, Asia and Pacific Islands, the Americas, or those that were already here as First Peoples. It will highlight their accomplishments that made America the world's economic, military, scientific and cultural leader. It will tell every group's unique story about becoming Americans.

The museum will tell the stirring story about who these people were, where they came from, why they left their homeland, how they got here, when they arrived, where they first settled, who was already here, what they encountered, where they settled after they arrived, how they became Americans, what they contributed and how they transformed our nation. Every American group will see their story about becoming an American, and with so many Americans of mixed heritage, they'll see their own story along different points of the museum's pathway.

Our story is among the greatest epic sagas in human history, and this museum will become one of the most powerful and compelling story-telling museums anywhere. It will take visitors along an absorbing, dynamic pathway figuratively lit by our Constitution. Historically-based, the museum can help foster broader understanding of our nation's core values. Most importantly, it will serve as the cornerstone for a stronger and more unified nation.

## **E PLURIBUS UNUM**



*Leaders of ethnic, nationality, minority and genealogical American organizations came together on the National Mall to support the National Museum of the American People. Go to [buildnmap.com](http://buildnmap.com) to watch a two-minute video of them.*

# **EXECUTIVE SUMMARY OF *BRINGING ALL AMERICANS TOGETHER***

**T**HIS REPORT WILL TELL WHAT the National Museum of the American People is and the story about the making of the American People that it will depict. It will enumerate why our nation needs this museum now and who supports it. Then it will review favored sites for it and outline a course of action to achieve the goal of establishing the NMAP.

The National Museum of the American People will be a significant institution in our nation's capital. Here's a summary of what is in this report:

## **THE MUSEUM'S STORY**

The story in the National Museum of the American People begins with the first humans in the Western Hemisphere more than 20,000 years ago and courses through a dynamic history to today.

This report differentiates between two types of museums: one where the museum's collection is at the core of the institution and another with story-telling at the center. The NMAP is a story-telling museum and will follow the models of our nation's two great story-telling museums, the US Holocaust Memorial Museum and the National Museum of African American History and Culture which take their visitors along a chronological path.

The NMAP will present the story in its permanent exhibition using a variety of media, in a framework that will encourage reflection as visitors absorb the story. The exhibition will be geared for school children as well as adults.

The story will be told in four large museum gallery spaces:

**GALLERY 1 – FIRST PEOPLES COME**

*20,000 years ago (est.)—1607*

**GALLERY 2 – THE NATION TAKES FORM**

*1607—1820*

**GALLERY 3 – THE GREAT IN-GATHERING**

*1820—1924*

**GALLERY 4 – AND STILL THEY COME**

*1924—present*

The museum will tell where people who became Americans came from, why they left their homeland, how they got here, when they arrived, where they first settled, who was already here, what they encountered, where they moved after they arrived, how they became Americans, what they contributed and how they transformed our nation. The NMAP will include the stories of those already on this land when the US took it over. And it will depict how the nation's doors dramatically opened . . . and closed . . . to new arrivals.

The NMAP's permanent exhibition will end at a Memorial Hall in remembrance of each American's own first ancestors who made the trip across oceans and continents to this land and over time became Americans.

## **MUSEUM COMPONENTS**

The National Museum of the American People will incorporate a variety of components including those under the museum's Institute of the American People.

**MUSEUM COMPONENTS** Permanent exhibition: *The Making of the American People*, collections, special exhibitions, traveling and online exhibitions, restaurants, bookstore and gift shop, and museum education programs.

### **INSTITUTE OF THE AMERICAN PEOPLE COMPONENTS**

Center for the Advanced Study of the American People, Archive and Library of American Migration and Immigration, public programs, National Ancestry Center, Education Resource Center, film center, Peopling of America Center.

**ADMINISTRATIVE COMPONENTS** Facility support, fundraising, budget and finance, human resources, legal support, legislative liaison and protocol, docents and volunteers, security and public relations.

## **GOVERNANCE**

Two basic governing structures are being considered for the National Museum of the American People. One is modeled after the one used by the National Museum of African American History and Culture and the other is used by the United States Holocaust Memorial Museum. Both are thriving story-telling museums in our nation's capital. We propose that the NMAP governance be designed along the lines of the US Holocaust Memorial Museum. The draft legislation we propose reflects that.

## **ORGANIZATION**

Atop the National Museum of the American People's organization chart will be its Board of Regents. It will be based on the design of the governing body of the US Holocaust Memorial Museum. Under the Board of Regents would be the National Museum of the American People, the Institute of the American People and a unit to administer both.

## **WHY WE NEED THE NMAP**

Here are a some of the most salient reasons our nation needs the NMAP:

- ✦ The NMAP will be one of the greatest and most compelling story-telling museums in the world as it breathes new life into the first words of our Constitution: "*We the People*."
- ✦ The NMAP will help foster a sense of belonging to our nation, contribute to our national identity, and unify our country as it exemplifies our original national motto: *E Pluribus Unum!* From many, we are one!
- ✦ The NMAP will be the only museum in our nation's capital to tell the story of every ethnic and minority group. It will chronical their immigration and migration and describe how US expansion affected those already here. It will show their patriotism and achievements.
- ✦ The NMAP will stimulate learning nationwide.
- ✦ While there are many museums in Washington, DC, there are now only two great story-telling museums—the Holocaust Museum and the African American Museum. The NMAP will become only the third such museum as it touches all Americans.

- ✦ The NMAP will become one of our nation’s great cultural institutions on its opening day.
- ✦ More than ever, we need this museum near the heart of our nation’s capital to tell the story of *all* of us, and, by so doing, help bridge our divides.
- ✦ The NMAP will become a singular national cultural attraction as millions of visitors come every year. They will spread the story of the making of the American People to many millions more, and for generations to come.

## **IMPACT ON REGIONAL HISTORY AND ETHNIC/MINORITY MUSEUMS**

Members of Congress may ask about the impact of the NMAP on regional history, ethnic and minority museums in their state and districts. The legislation being proposed to establish the National Museum of the American People (Chapter 5), includes a provision to work with the Institute of Museum and Library Services to establish a special grant program for local history and ethnic/minority museums.

The NMAP will strive to have a positive impact on the visitorship levels of regional museums, and their fundraising, collections, enhancing the quality of their exhibitions, education programs, and research.

## **AUDIENCES**

The audience for the NMAP is *every* American—each one of us! Visitors will flock to the museum to see how their story is told and to learn the stories of all other groups. The museum has the potential to become a national pilgrimage destination. Foreign visitors will also incorporate a visit to better understand our unique nation and learn about those who emigrated here from their own countries.

Annual visitorship to the NMAP, based on visits to all major Washington museums, is expected to be 3-5 million, making it one of the most visited museums in the nation. Additional millions could experience the museum through its educational and curriculum materials, traveling exhibitions and web site.

## **STAKEHOLDERS**

The National Museum of the American People will have a wide range of stakeholders, both in and out of government: Americans from every ethnic,



nationality and minority group in the nation, museum donors, students, educators and scholars; foreign visitors; and residents who live within a few hours commute to the museum.

## **SUPPORTERS**

The NMAP is supported by hundreds of organizations representing scores of ethnic, nationality and minority groups, scholars and a dozen immigration and refugee organizations.

## **FACILITY AND SITES**

The magnitude of the 20-millennia story of the making of the American People will require significant space and an accessible location near the heart of our nation's capital.

The NMAP will need space for a story-telling museum that will accommodate three million visitors a year or more to its permanent exhibition. It will also require sufficient space for special exhibitions, education and public programs, a scholarly research institute, a library and archive, a restaurant, a bookstore and gift shop, a national ancestry center, as well as space for administration and security.

The central museum structure would be an architecturally world-class building situated on one of two sites: the J. Edgar Hoover Building site on Pennsylvania Avenue, NW and the Banneker Overlook site at the end of L'Enfant Plaza. Final choices on a site will be made by the NMAP's governing body with approval by designated government agencies and Congress.

Outside of the museum, a park and sculpture garden, with dramatic artwork and water features reflecting themes of the museum, could be incorporated into the project.

## **FUNDING**

Given the size, scope and importance of this institution, the final cost is estimated to be \$1.6 billion for an 800,000 square foot building. This number is based on a \$2,000 per square foot cost estimate for a national museum provided in 2022 by the Congressional Research Service.

There will be two phases to fundraising for the NMAP. The first will be to fund the planning and construction of the museum, and its initial exhibitions and varied programs. This phase may take 5-6 years from establishment until the museum opens. The second phase will be to build a sig-

nificant endowment to help fund the museum's ongoing operations upon opening. Congress will be asked to transfer a prime piece of federal land to the National Museum of the American People.

We will seek to have the legislation creating the NMAP allow gifts from foreign governments. As envisioned, a senior US diplomat could be recruited to obtain gifts of \$1-20 million, but with a cap so that no single nation could contribute an inordinate amount. We will seek seven-figure and higher gifts from selected individuals, foundations and corporations. There will be a wide variety of naming opportunities for major donors contributing to the National Museum of the American People.

Income from the book store, shops, restaurants, programs and facility rentals would be applied to cover operations.

Overall, we believe that telling the story about the making of the American People will captivate the interest of the American People enabling the NMAP to raise the funds necessary to create this institution.

The National Museum of the American People will provide the nation with priceless value as it:

- ✦ Breathes new life into the words "*We the People*."
- ✦ Brings all Americans together in one place.
- ✦ Gives new meaning to *E Pluribus Unum*, from many, one.
- ✦ Becomes a memorial to all of our ancestors who first came here.
- ✦ Passes on our basic national values to our descendants.
- ✦ Stimulates civics nationwide.

## **DRAFT LEGISLATION**

A draft bill is included in the report (Chapter 5). This bill will create the governing body of the National Museum of the American People, charge it with planning and building the NMAP, and raise the funds to plan, build and begin operating the museum.

## **PUBLIC AFFAIRS PLAN**

The initial goal of the museum's supporters is to establish the museum by an Act of Congress. A public relations effort will be focused on building broad public support and translating that into broad Congressional and White House support. The public relations effort is also aimed at building support by national opinion leaders and stakeholders as well as broad public support.

# WHAT IS THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE

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- » Story-Telling Museums
- » How the NMAP Will Tell It's Story
- » The NMAP's Permanent Exhibition:  
*"The Making of the American People"*
- » The Museum's Components
- » Organization and Governance



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## **MAKING OF THE AMERICAN PEOPLE**

### THE PERMANENT EXHIBITION OF THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE

AT THE CORE OF THE National Museum of the American People is the unique story about the making of the American People ... *all of us!*

This story begins with the first humans in the Western Hemisphere more than 20,000 years ago and courses through a dynamic history to today.

It is the story of every group that came to this land and this nation, and of how they made the United States of America the world's economic, military, scientific and cultural leader and includes those who:

- ✦ migrated here millennia ago and became indigenous;
- ✦ migrated here from Europe for economic opportunities and to escape religious persecution, or were brought here as indentured servants and convicts;
- ✦ were brought here as enslaved Africans;
- ✦ were living on land taken over by the United States;
- ✦ immigrated here from throughout the world; and
- ✦ were born here.



## **TWO TYPES OF MUSEUMS** **COLLECTIONS AND STORYTELLING**

Most museums start with a collection and display significant elements of that collection as their central focal point and their reason for being. Art museums, for example, are almost by definition collection-based institutions.

Examples of collection-based museums include these Smithsonian Institutions:



### **NATIONAL MUSEUM OF AMERICAN HISTORY**

Sometimes referred to as our nation's attic, this popular museum displays incredible artifacts ranging from the original Star-Spangled Banner flag and General George Washington's uniform to pop culture artifacts such as Dorothy's ruby slippers. One popular exhibit presents the gowns worn by first ladies at inaugural balls, and others display a host of American inventions that changed the nation and the world.

### NATIONAL MUSEUM OF THE AMERICAN INDIAN

Located with branches in both Washington and New York, this has one of the world's most expansive collections of Native objects and other artifacts. It features a variety of exhibitions, such as one about treaties between the US and Indian nations, and others focused on specific tribal groups. However, the NMAI doesn't tell the overall dramatic chronologic story of First Peoples and the great tribal cultures and civilizations that they established throughout the Western Hemisphere.



### AIR AND SPACE MUSEUM

One of the most popular museums in the world, this museum features the Wright Brothers first airplane, moon rocks and the Apollo 11 Command Module.

### NATIONAL MUSEUM OF NATURAL HISTORY

This museum features fossils, the Hope Diamond, Egyptian mummies and animal specimens from insects to mammals.



Two new museums now underway by the Smithsonian Institution are the **American Women's History Museum** and the **National Museum of the American Latino**. Based on the reports that led to these museums, collections appear to be a core element of both of them.

### EXAMPLES OF STORY-TELLING MUSEUMS

Museums based on a story rather than on collections engage visitors much more intensely. However there are only a handful of these in the world. In a story-telling museum, rather than going from exhibit to exhibit or gallery to gallery in any random order, the visitor is on a chronological path as the story before them unfolds.

History museums that tell their story along a path capture their visitors' attention more intently for longer periods of time than any other type of museum. Whether the subject is military history, astronomical history, natural history, Holocaust history, the history of a terrorist attack or the history

of a people or a nation, audiences are drawn in and become absorbed in the story being told.

While all museums claim that they tell a story, only a few do so in the conventional use of the term. In a true story-telling museum the visitor is on a chronological path with a beginning, a middle and an end. Some examples include:



### **9/11 MUSEUM**

This museum guides visitors through one of the worst days in US history from sunrise on a beautiful New York City morning through the devastating events of that day. It incorporates a memorial to its victims adjacent to the museum.

### **ROSE CENTER AT THE AMERICAN MUSEUM OF NATURAL HISTORY IN NEW YORK CITY**

The “Cosmic Pathway” explores the history of the universe starting with the smallest particle imaginable, its incredible expansion over the first second of time, through the current status of the universe more than 13 billion years later.



### **HALL OF HUMAN ORIGINS AT THE AMERICAN MUSEUM OF NATURAL HISTORY**

Its path depicts the history of humans starting with our earliest ancestors six million years ago to modern humans who made their appearance an estimated 150-200,000 years ago in Africa and spread throughout our planet.



### **MUSEUM OF THE AMERICAN REVOLUTION IN PHILADELPHIA**

Taking place along a 29-year path starting with the roots of the revolution from 1760 to 1776, the museum traces the war until its end at Yorktown in 1781. It then depicts the ensuing struggle to create a lasting government based on principles of democracy, freedom and liberty culminating with the adoption of the US Constitution in 1789. Central to our nation’s narrative, this overall story will also be incorporated into the NMAP’s story.



In other nations, story-telling museums about their people are among the most visited museums in those countries:



### **NATIONAL MUSEUM OF ANTHROPOLOGY**

Located in Mexico City, this museum is the largest and most visited museum in Mexico. Along its pathway visitors learn the story of the Mexican People from First Peoples and the pre-Columbian era through the Mexican colonial period.

### **CANADIAN MUSEUM OF HISTORY**

Located directly across the Ottawa River from Canada's Parliament Building in Ottawa, this museum features a path through the story of First Peoples covering thousands of years of Aboriginal history before European contact. Other exhibits focus on overall Canadian immigration history featuring different ethnic groups and places they settled. It is the most visited museum in Canada's capital region.



### **NATIONAL MUSEUM OF VIETNAM**

In Ho Chi Minh City (Saigon), this museum presents the history of the Vietnamese People from the Stone Age through 1945.

### **NATIONAL MUSEUM OF FINLAND**

In Helsinki, this museum tells the story about the Finnish People from the Stone Age through today.



### **MUSEUM OF THE JEWISH PEOPLE**

In Tel Aviv, this museum tells the story of the Jewish People from ancient times to the present.



*United States Holocaust Memorial Museum*



*National Museum of African American History and Culture*

## **TWO STORY-TELLING MUSEUM MODELS FOR THE NMAP**

### **USHMM & NMAAHC**

The United States Holocaust Memorial Museum (top), which opened in 1993, was one of the first . . . and the best . . . story-telling museums until the National Museum of African American History and Culture opened in September 2016. Both museums shared the great museum exhibition designer, Ralph Appelbaum, who also designed the Hall of Human Origins at the American Museum of Natural History.

In the case of the Holocaust Museum, its director, Shaike Weinberg, made one simple and brilliant move: He teamed Appelbaum with a British filmmaker, Martin Smith, who had made documentaries about a variety of World War II subjects. They were the perfect choices to address the huge task of presenting the Holocaust to a diverse audience. Smith was in charge of designing the flow of the permanent exhibition. That's why when visitors walk through the Holocaust Museum it is like walking through a documentary film of that period from 1932 through 1945, and then the aftermath of the Holocaust.

Smith and Appelbaum worked so closely that each would often finish the other's sentences at early presentations. They took the history of the Holocaust, drawn from a range of scholars and witnesses, and wove a path through that history for the museum's nearly 50 million visitors (and counting).

A similar creative process was used more than 20 years later to tell the 500-year history of African Americans. The National Museum of African American History and Culture's path starts with the beginning of slavery by Europeans in Africa in the 1500s, through the terrible history of enslavement of Africans in the US, Jim Crow, and the Civil Rights Movement through today. After finishing the history path, visitors can visit a rich trove of African American-related artifacts in its collection reflecting some of their many achievements. The director of that museum, Lonnie Bunch, now the Secretary of the Smithsonian Institution, is a historian and quintessential storyteller.

The architects of both the Holocaust and African American museums, James Ingo Freed and David Adjaye respectively, worked with the exhibition designer to reflect and amplify the storytelling process. For example, both museums include a railcar to help tell their stories. The architects made special



provisions for them and in both cases the railcars were placed in the museum mid-construction and the rest of the museum was built around them.

The effectiveness of this storytelling approach can be seen in two symbiotic ways, the number of visitors and the visitor experience. At most museums, whether they focus on art, history or science, an average visit is around an hour and a half to two hours. The United States Holocaust Memorial Museum has found that its average visitor stay is closer to three hours going through its permanent exhibition with many visitors spending five or more hours. The same has turned out to be true at the National Museum of African American History and Culture. In both cases the visitors are caught up in the incredible story being told and in the way that it is told. They are literally walking through those compelling histories.

In the past, museums were centered on collections and designed their exhibitions around them. The collections dictated the content. But at the USHMM and the NMAAHC, the museums sought out artifacts from around the nation and the world to tell their stories. The stories dictated the content; the artifacts helped bring the stories to life.

The effectiveness of this approach is also seen in the word-of-mouth recommendations generated by visitors to true story-telling museums. In the case of the USHMM, timed tickets were instituted when the museum opened in April, 1993, assuming they wouldn't need them after that first summer. Today, more than 30 years later, the museum still generates large numbers of visitors and timed tickets are still needed to control the flow through the museum. The NMAAHC shares that same popularity.

Now, it's time for a third great story-telling museum in our nation's capital, the National Museum of the American People.



*Railcar being installed at the US Holocaust Memorial Museum while under construction.*

## **HOW THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE WILL TELL ITS STORY**

The NMAP's story about the making of the American People will use the same elements and processes that made those two other great institutions so popular. It starts with eminent scholars and a great architect. Then a premier museum exhibition designer will be teamed with a visionary filmmaker or storyteller. They would all work under the direction of a distinguished museum director with the singular goal to tell the history of the making of the American People.

The National Museum of the American People's permanent exhibition will tell the 20-millennia dramatic story about the making of the American People in a powerful, interactive, documentary format from the first humans in the Western Hemisphere up to the present. It will be accessible, attractive, evidenced based, exciting, clear and engaging on many levels.

The NMAP's story will be developed and vetted by teams of scholars, including historians, anthropologists, archeologists, ethnologists, human geographers, sociologists, demographers, geneticists, linguists and others.

The story would reflect their scholarship. As scientific and historic scholarship evolves, appropriate changes would be made in the museum's permanent exhibition. With force and clarity, the NMAP would examine unpleasant truths and avoid mythology.

The museum would present the story in the exhibition using a variety of media, including artifacts, film, visuals, sound, dioramas, graphics, text, computer technology and models, in a framework that would encourage reflection as visitors absorb the story. With advice from educators, text and visuals in the exhibition would be geared for school children as well as adults.

As exemplified by the USHMM, the wall text could be in three sizes allowing visitors to engage the story at different depths of their choosing. The museum's permanent exhibition could leave an indelible impression of knowledge and understanding as visitors learn and come to know the full story about the making of the American People, including the story of their own ancestors.

## **THE STORY ABOUT THE MAKING OF THE AMERICAN PEOPLE**

The NMAP will tell its story about *The Making of the American People* along a chronological path in four galleries. Each segment of the story is contingent on the segments of the story before it. Following is a representation of that story and the time frames for each gallery:



MOST HISTORIES OF THE UNITED STATES begin with the arrival of European explorers starting in 1492 and the first European settlements in the early 1600s. The full story about the making of the American People begins with the first humans to have settled in the Western Hemisphere which new evidence shows took place about 20,000 years ago.

This story about the great and diverse civilizations, cultures and peoples that existed in the Western Hemisphere before the arrival of Europeans is seldom told and little understood. Yet this story is an integral part of the history of the American People today. The permanent exhibition's first gallery will start with the earliest known groups to come to the Western Hemisphere. Exploring native tribal groups throughout different regions of the Western Hemisphere, there will be a special focus on the area encompassed by what is now the US and its territories.

Contemporary research indicates that there were probably more people living in the Americas than in Europe when Christopher Columbus landed in the Western Hemisphere in 1492. The people living in the Americas had transformed the land so completely that when Europeans arrived in the hemisphere, there is evidence that it had already been massively “landscaped” by humans.

A model for the museum's opening gallery is the National Museum of Anthropology in Mexico City. That acclaimed institution, the most visited museum in Mexico, covers all of the pre-Columbian civilizations chronologically that were located in what is now Mexico, as well as its former Mexican territory in what is now the southwestern United States.

The NMAP will chronicle this history including the peoples who populated the Caribbean and Pacific Islands that became part of our nation.



*Map of a migration route possibly used by First Peoples*

The museum would depict the long history of human settlement and accomplishments before 1492: how and from where they came; when they arrived; and to the extent possible, why they came; how their cultures evolved from 20,000 years ago to 1492. It will tell how peoples were distributed across what is now the United States and throughout the hemisphere, and the nature of their inter-tribal relationships. The NMAP will explore the nature of native cultures, economies, governing structures, communications, weapons, agriculture and health.

Some museums, including the Smithsonian's new National Museum of the American Indian and the American Museum of Natural History in New York, depict the cultures, beliefs, art and artifacts of different Indian nations. Others, such as the Pequot Museum in Connecticut, tell the story of a particular tribe. But these institutions only give hints about the overall history of native peoples. In the NMAP, the story of native peoples will be told in the context of all of the people who eventually came to the United States or were on land that became part of the US.

While some of the information about this history wasn't available a generation ago, or even a decade ago, new research and discoveries about early human life on this land is bringing more and more of the past to light.

This story of America's earliest settlers and inhabitants, as it is currently known and understood, needs to be told, and it needs to be open to updating as new information is found. The NMAP will seek to provide visitors with a better understanding and appreciation of the rich history and culture of tribal groups in areas of the United States where they live or grew up.

The National Museum of the American People, working with Native American organizations and scholars, will stimulate the search for as much of that early history as possible.

The second segment of the first gallery will explore the impact of early significant contact between Europeans and natives. The first century after

Columbus' voyages was marked largely by Spanish expeditions and conquest throughout the hemisphere.

The museum will discuss the expeditions of Juan Ponce de Leon to Florida, Hernando de Soto to what is now the US South and Francisco Vasquez de Coronado to the West. The Spaniards sought a passage to Asia, riches from a variety of commodities, and to convert Natives to Christianity.

The museum will depict Spanish settlements, including St. Augustine, Florida in 1565, the first permanent settlement in what is now the US. Three other European powers, Portugal, France and England, also made forays into the hemisphere. The Roanoke Colony was established by the British in 1585, re-established in 1587, and was found mysteriously abandoned in 1590. This gallery ends in 1607 with the founding of the English colony at Jamestown that eventually led to the creation of our nation.

Particular attention will be paid to the Eurasian diseases, including smallpox, measles, typhus and cholera, that the Spanish conquistadors and other Europeans brought with them. Living in contact with only other tribal groups, native peoples lacked an immune system that could fight those diseases resulting in waves of pandemics that spread throughout the Americas killing more than half of the native population. Some estimates suggest that more than 90 percent of the native population was killed during the first 150 years of contact with Europeans.

Because of the contact of tribal peoples throughout the Americas with early Europeans, much of the loss of life in North America occurred before most of the native population had any direct contact with Europeans. Thus, when the Spanish set out to colonize the Americas, and then later when the British and French came, they found the Indian populations already reeling. Their civilizations and cultures, built over millennia, were weakened in a matter of decades.

The NMAP will address the relationships between the early European settlers and indigenous people. It will depict how these relationships evolved over time, how they vary among the different European groups, and how the arrival of Europeans affected relationships between native groups.



*Mesa Verde Cliff Dwellings in Colorado.*



*Depiction of early contact between Europeans and Natives.*

Examples of sources for this period include *1491: New Revelations of the Americas Before Columbus* and *1493: Uncovering the New World Columbus Created* by Charles C. Mann; and *Origin: A Genetic History of the Americas* by Jennifer Raff.

In Gallery 1 of *The Making of the American People*, the story takes place throughout the Western Hemisphere up to 1607. The significant groups depicted in this gallery are:

FIRST PEOPLES	ENGLISH
SPANISH	FRENCH
ENSLAVED AFRICANS	PORTUGUESE



IN THE MUSEUM'S SECOND GALLERY, the geography of the story contracts from the Western Hemisphere to what is now the United States and its territories. The story depicts the continued disruption and ravages of natives, the arrival of enslaved Africans, and the settlement and colonization by the English, Dutch, French, Spanish and other Western European powers.

This gallery will cover the period when European settlement groups along the Eastern seaboard became 13 British colonies which then revolted against British rule. The effects of these settlements on the native peoples in what is now the Eastern US will be explored, as will the inflow of Western Europeans, Africans, mostly in the South, and Hispanics in the Southwest.

The first permanent English settlement was established in Jamestown in 1607. It is recognized as the beginning of the Colonial Period. Just a few years later, in 1619, the first enslaved Africans were brought to Jamestown which led to profound impacts on the colonies, and then the nation.

The 13 colonies and their establishment dates are:

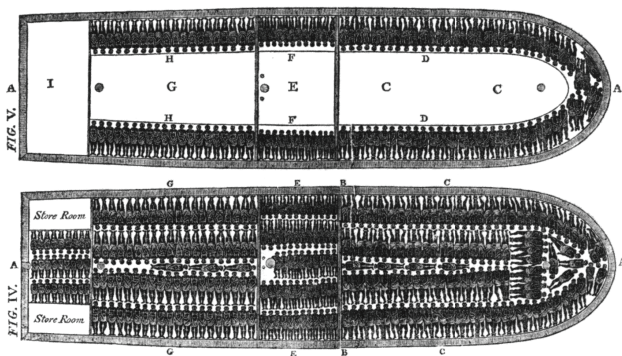
1. Virginia—1607
2. Plymouth Colony—1620 and Massachusetts Bay Colony—1628; merged in 1691 to become Massachusetts Colony
3. New Hampshire—1629
4. Maryland—1632
5. Connecticut—1636
6. North Carolina—1651
7. South Carolina—1651 (North and South Carolina were part of the Carolina colony until they separated in 1712)
8. Rhode Island—1663
9. Delaware—1664
10. New York—1664
11. New Jersey—1664
12. Pennsylvania—1681
13. Georgia—1732



*Powhatan's Mantle, above, is believed to have been given by Chief Powhatan of the Powhatan Confederacy to Captain Newport, a leader of the Jamestown colony, in 1608 for King James I. It is made from the hide of a white-tailed deer and designed with seashells. It was brought back to England and is on display at the Ashmolean Archeology Museum at Oxford University.*

These colonies were all seen as economic bonanzas for the Crown or the companies that owned the colony. One of their biggest obstacles to ensure a profit was sufficient labor. One response was bringing in poor Europeans as indentured servants and convicts who were enticed to come to earn their freedom. That brought individuals with a multitude of religions and a variety of nationalities. Insufficient labor soon provided the incentive for bringing in enslaved peoples from Africa.

From 1607 to 1789, an estimated 600,000 Europeans came to the English colonies. As many as 50,000 of those migrants were convicts. While English migrants dominated this influx and largely settled in Virginia, Maryland and New England, only a minority, even in New England — even on the Mayflower itself — were Pilgrims and Puritans. While some came because of religious persecution, most of the English came for economic opportunities. It took about a century before these early colonies gained a self-sustaining population.



*Diagram of how Africans were stowed on slave ships across the Middle Passage heading for the Western Hemisphere.*

The African slave trade began in the mid-15th Century, before Columbus' voyage, with the Spanish and Portuguese transporting enslaved people first to Europe and Atlantic islands and then to Spanish and Portuguese America. Almost 12,000 Africans were brought to the English colonies in the 17th Century. The overall number of enslaved Africans transported to the US would climb to 388,000.

It has been calculated that 1.8 million of 12.5 million deported Africans died

enroute on what was known as the Middle Passage. An unknown number of lives were also lost in Africa, mostly in a strip about 100 miles wide, as the result of their journeys to ports of embarkation. Africans that were brought here had diverse backgrounds and originated from different kingdoms, states and ethnic groups.

The official end of the American transatlantic slave trade took place on January 1, 1808. About 6,000 Africans were introduced after Congress abolished the slave trade. Africans brought to this land are the ancestors of almost all of the 47 million African Americans today.

Europeans in the 18th and 19th centuries, as they pushed west across the continent, reported encountering pristine forests and massive herds of bison and believed that it was always thus. Instead, evidence suggests that humans had settled and dominated most of the land and kept the vegetation and bison in check long before Europeans arrived. In the 200 years after the near demise of the native population due to disease and government policies, both before and after the nation was formed, the bison population exploded, land went to seed, and "virgin forests" spread.

Gallery 2 will cover the ongoing, often deadly, conflict between colonialists and natives as the colonial population grew and took over more land.

This gallery also presents the first inklings of the great diversity of peoples that will characterize the American People. By 1790 there were significant numbers of Scottish, Irish and German immigrants and smaller numbers of Dutch, French, Swedish, Spanish and others. Each group added to and influenced the language, culture, economy and politics of the fledgling nation.

Most Europeans migrated to the middle states with Pennsylvania, which was about one-third German, getting the majority. The Scottish settled primarily in the Carolinas, Georgia, Virginia, Kentucky and Tennessee. The first Irish tended toward the middle and southern colonies. The Dutch went



mostly to New York and New Jersey which they had first settled as New Amsterdam. The French were almost entirely in the Northwest Territories and on a long and narrow swath that ran from Detroit, then down the Mississippi River to New Orleans.

The Spanish at this point were in territories in Florida, California and New Mexico. The largest contingent of Swedes was in New Mexico. Jews, predominantly Spanish-speaking Sephardi, descendants of Jews who left Spain during the Spanish Inquisition, were scattered throughout the colonies and established communities in the port cities of New York, Newport, Savannah, Philadelphia and Charleston. By 1740, Jews from Germany and Polish provinces were in the majority in the English colonies.

Smaller numbers of many other European ethnicities came as well, mixed among other groups. The National Museum of the American People will tell where all of the different groups settled, and what they did there.

Starting with Gallery 2, a new element will be added to the NMAP's story. Visitors walking through the story of the making of the American People will encounter markers along their chronological path that will refer to laws regulating migration and citizenship. Made in national capitals, i.e. London, Philadelphia, New York, Washington, DC, or in individual colonial and state capitals, these laws affected who could be a citizen and how they would be eligible to become one.

Laws passed in the British Parliament affected their colonial outposts starting in the 1600s. English persons and their children in the colonies were considered subjects of the King. It took an individual act of Parliament for a non-English person to be a subject and even that exception was strictly limited to Protestants.

In the meantime, colonialists were pushing for more open paths to bring people to the colonies and to promote settlement. The English Plantation



Map showing Colonial growth during the 17th and 18th Centuries.  
National Geographic Society

Act of 1740 made it easier for aliens to apply for naturalization within their colonies, but was still limited largely to Protestants. However Quakers and Jews were also included. New York, Georgia and Rhode Island made it a matter of policy to grant rights to Jewish applicants and those were the colonies where Jews settled in the largest numbers.

Several colonies issued their own naturalization policies until Parliament cracked down on that practice in 1773. Pennsylvania led the way in opening its doors to aliens.

This gallery will discuss the ethnic groups that predominated in each colony. The story of the colonies' relationship with England, and the events that led to that relationship deteriorating and leading to the American Revolution, will be told. So will the stories of the nation's Founders and their backgrounds.

The second segment of Gallery 2 tells the story about the creation of the nation between the Declaration of Independence in 1776 and the 1789 inauguration of President George Washington, and then the first 30 years of our new nation. It is the story of the 13 English colonies becoming the 13 United States of America, the Revolutionary War, the period of Confederation, and the lead up, drafting and adoption of our Constitution. It will cover the key players involved in that endeavor and highlight the expanding diversity of peoples throughout the new nation. During the pre-Constitution period the groundwork was laid for the kind of society for which the Constitution was the foundation.

In our Declaration of Independence in 1776, one of the specific complaints listed against King George was that "He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Nat-



*Washington crossing the Delaware.*

uralization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.”

After the Revolutionary War, in 1781 the Articles of Confederation allowed each colony to pass its own naturalization laws with the understanding that all of the colonies would accept persons so naturalized. Those laws generally required an affirmation of allegiance to an authority and a period of physical residence prior to obtaining the right of citizenship.

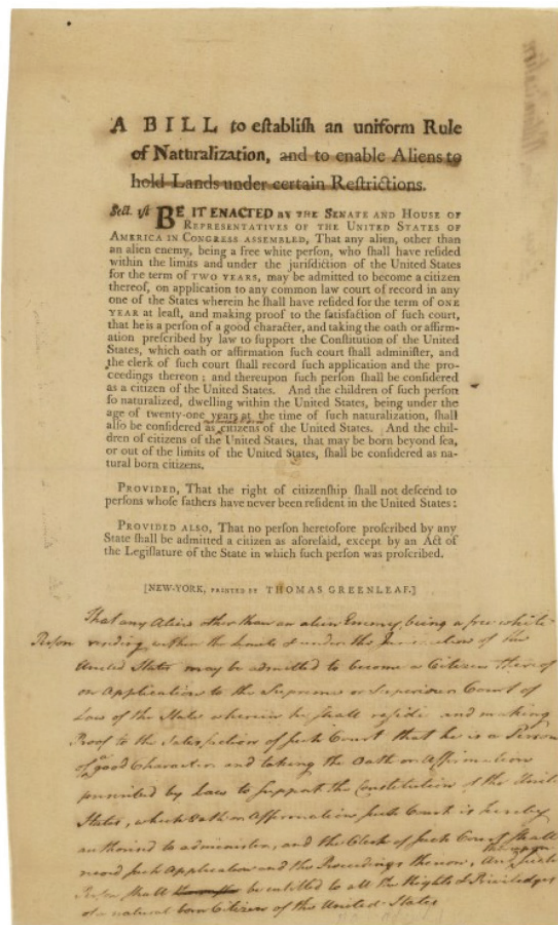
The Confederation was superseded by the Constitution in 1789, providing a stronger central government for the United States. Article I, section 8, gave Congress the authority “To establish a uniform Rule of Naturalization” to cover the new nation.

The 1789 Northwest Ordinance created a government for the Northwest Territory that included Ohio, Indiana, Illinois, Michigan, Wisconsin and parts of Minnesota. It provided a method for admitting new states to the Union and incorporated a bill of rights for the territory. It gave new states the same rights as the original 13 states. It provided for religious freedom understanding that a broad appeal was needed to attract newcomers to that area. Slavery was outlawed in this area so that immigrants wouldn't have to compete with slave labor.

The first naturalization law was passed in 1790. It limited naturalization to immigrants who were residents for two years and free White persons of good character. It thus excluded Native Americans, indentured servants, enslaved people, free Blacks and later Asians. It also provided for citizenship for the children of US citizens born abroad. And it required new citizens to take an oath to the Constitution.

Five years later the law was changed to extend the residency period to five years for White persons of good moral character.

In Gallery 2, the NMAP will explore the ideas informing our founding documents, the Declaration of Independence, the Articles of Confederation, the Federalist Papers and, most importantly, the Constitution which provides



America's first naturalization law passed in 1790.

the basis for the nation. This gallery also includes the central role of slavery in the formation of the nation and in drafting the Constitution.

In 1789, what is now the US included the 13 states and the Northwest Territory. Florida, and most of the Southwest, including what is now Texas and California, were Spanish. The vast Louisiana territory stretching from the Mississippi River to the Rockies was controlled by France. Alaska was Russian. The Pacific Northwest area was unclaimed. Hawaii was an independent kingdom. Maine was then part of Massachusetts. Vermont was an independent republic but became the 14th state in 1791.

The nation's first census, mandated by the newly adopted Constitution, took place near the beginning of Washington's presidency in 1790. There were 3.9 million Americans; close to 700,000 of them were enslaved. The vast majority of Native Americans were not counted. The five largest cities were New York, Philadelphia, Boston, Charleston and Baltimore. New York had 33,000 residents at the time and served as the capital of the nation.

Gallery 2 will also go on to explore the new nation's westward expansion. The US took in new peoples, including many native nations, with the 1803 Louisiana Purchase from France, extending the nation beyond the Mississippi River and doubling its overall size. The negotiation to annex Florida began in 1819. Migrations within what is now the United States by settlers, and the forced relocation of tribal groups from their land, will also be covered.

Much of the openness to new arrivals was based on the need for labor, of both men and women, to do the difficult and dangerous work that those already here, the descendants of earlier immigrants, found unappealing. This was driven in part by the vision to develop the continent and expand the economy. These new arrivals came under the wings of the Constitution as they became citizens and their children were born citizens.

Gallery 2 will explore slave states and free states, and immigrants coming to the new nation up to 1820. It will cover the many conflicts between American armed forces and Indian nations over land, and claims of land by settlers moving west. It will also include Lewis and Clark's 1804—1806 expedition to the Pacific and the War of 1812, the new nation's first major war.

Elements of this gallery are told in partial ways at a variety of on-site museums and historic parts of cities such as



The Constitution of the United States.

at Colonial Williamsburg, Jamestown, Plimoth Patuxet Museum, Savannah and Charleston.

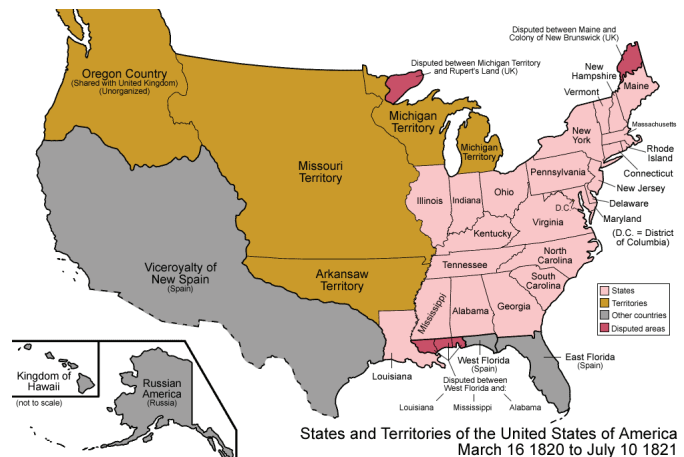
The National Museum of African American History and Culture in Washington tells the story about African slavery in the United States during this period. Likewise, the American Revolution Museum in Philadelphia tells the story about the buildup to the revolution, the war and its aftermath. The NMAP plans to work with both of these institutions, and many others, as it brings their stories together in one place in our nation's capital with the goal of stimulating more visits to those sites.

The original 13 states that ratified the Constitution include:

- |  |  |
|--|--|
| 1. Delaware—<br>December 7, 1787       | 7. Maryland—April 28, 1788               |
| 2. Pennsylvania—<br>December 12, 1787  | 8. South Carolina—<br>May 23, 1788       |
| 3. New Jersey—<br>December 18, 1787    | 9. New Hampshire—<br>June 21, 1788       |
| 4. Georgia—January 2, 1788             | 10. Virginia—June 25, 1788               |
| 5. Connecticut—<br>January 9, 1788     | 11. New York—July 26, 1788               |
| 6. Massachusetts—Feb-<br>ruary 6, 1788 | 12. North Carolina—<br>November 21, 1789 |
|  | 13. Rhode Island—<br>May 29, 1790        |

Other states admitted to the Union during this period include:

14. Vermont—March 4, 1791
15. Kentucky—June 1, 1792
16. Tennessee—June 1, 1796
17. Ohio—March 1, 1803
18. Louisiana—April 30, 1812
19. Indiana—December 11, 1816
20. Mississippi—  
December 10, 1817
21. Illinois—December 3, 1818
22. Alabama—  
December 14, 1819
23. Maine—March 15, 1820



1820 map of the United States

In Gallery 2 (1607—1820) of *The Making of the American People*, stories of these groups will be told:

FIRST PEOPLES	SCOTTISH AMERICANS
SPANISH/MEXICANS	SCOTS-IRISH AMERICANS
AFRICAN AMERICANS	DUTCH AMERICANS
ENGLISH AMERICANS	NORWEGIAN AMERICANS
FRENCH AMERICANS	JEWISH AMERICANS
GERMAN AMERICANS	RUSSIAN AMERICANS
IRISH AMERICANS	WEST INDIANS (NON-HISPANIC)

### GALLERY THREE

# THE GREAT IN-GATHERING

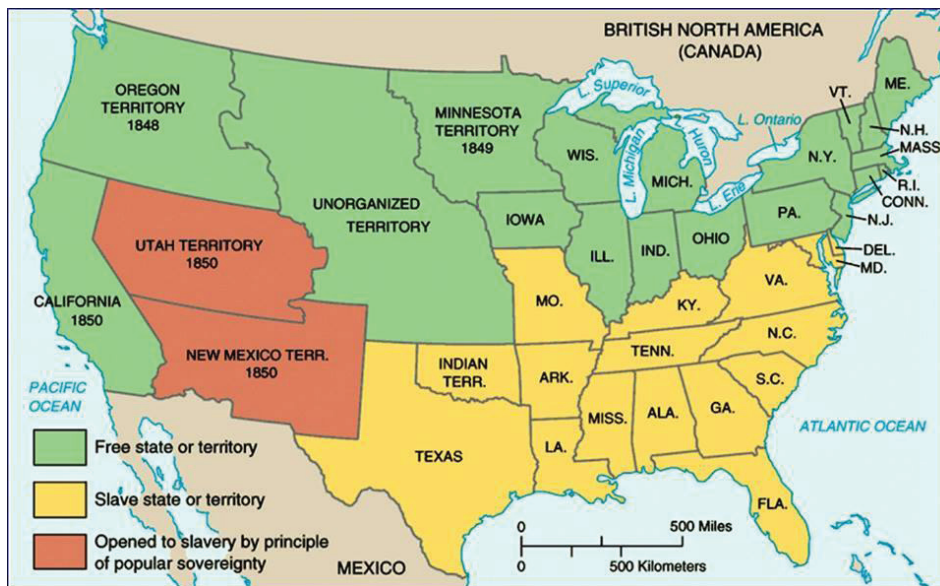
1820—1924

IN THE 3RD GALLERY, our nation's population grows rapidly and becomes much more diverse. With wealth from the beginning of the Industrial Revolution, our nation's place in the world began to expand. This gallery will explain the deep divisions and the critical events that led to the Civil War.

While the slave trade slowed, slavery itself continued to thrive as the offspring of enslaved peoples automatically became enslaved. Indigenous tribes continued to be pushed off their land to make way for the flow of European farmers arriving and spreading westward. In 1830, the Indian Removal Act led to the forced movements of tribal groups, primarily in the Southeast, to west of the Mississippi River. This included the infamous Trail of Tears.

The Mexican American War, which ended in 1848, brought Texas and the New Mexico Territory into the United States. Formerly Spanish and Mexican residents were given US citizenship, and





*A map of the United States in 1850 depicting how slavery split the nation.*

Mexican Indians became American Indians. During this period, the US also gained the Oregon Territory in the Pacific Northwest from Britain.

From 1820 to the beginning of the Civil War, immigrants to the US were mostly from northern and western Europe. Some of the largest groups coming during this period were Irish, mostly settling in the Northeast, as well as Germans who moved on to the Midwest, as did Swedes, Norwegians, Danes, English, Scottish and Welsh in smaller but significant numbers.

The post-Civil War story that the National Museum of the American People will tell brings us up to the period of our great-grandparents, our grandparents and, for some, our parents. It delves into the history of those groups that came from all over the world during this great period of immigration from 1865 to 1924.

In the aftermath of the Civil War, 36 million immigrants flowed into the United States during this period, the ancestors of most Americans. Constitutional amendments were passed abolishing slavery, granting citizenship to all persons born in the US or naturalized, establishing equal protection of the laws, assuring that Representatives be apportioned counting everyone in a state except Indians on reservations, and declaring that voting rights can't be denied or abridged by the US or any state on account of race, color, or previous condition of servitude.

In the 1870s, steamships took over from sailing vessels as the predominant way to cross the oceans. Travel times were cut from 6-8 weeks down to about two weeks and competition from shipping lines kept costs competitive and further spurred transoceanic migration.

Give me your  
tired, your poor,  
Your huddled masses  
yearning to breathe  
free, The wretched  
refugee of your teeming  
shore, Send these,  
the homeless, tempest-  
tossed to me:  
I lift my lamp beside  
the golden door.

EMMA LAZARUS  
(ENGRAVED ON THE  
STATUE OF LIBERTY)



The NMAP will cover all those who came from throughout the world during this great era of immigration. The decade 1901 to 1910 alone saw 8.8 million immigrants, almost a million every year. While it was generally older stock European Americans who settled the western frontiers, newer immigrants tended to settle in growing urban and industrial centers.

This gallery will include the 30 million people who came from Europe, including 5 million Germans, 4.5 million Irish, 4.5 million Italians, 2.6 million

Poles, 2.6 million English and 2 million Jews (at first mostly from Germany and then from Central and Eastern Europe).

In addition, 2.2 million people crossed over from Canada, including French Canadians; 900,000 crossed from Mexico and other parts of Latin America; 370,000 from China and 275,000 from Japan. Smaller but significant numbers of immigrants included Scandinavians, Greeks, Arabs, Armenians, Turks, Hungarians, Russians, Austrians, Czechs, Slovaks, Baltic lands, and others from Central and Eastern

Europe. This is the most dynamic period of America's growth as the Statue of Liberty welcomes European newcomers into New York Harbor.

The stories of each of these, and other immigrant groups, and the change in immigration patterns over time of these groups will be told in this segment of the museum. And the further geographical expansion of the nation to include ever more peoples will be covered.

Gallery 3 also includes more than 40 Indian wars, a series of small-scale battles that effectively moved most Native Americans onto reservations. In 1898, the US won the Spanish American War and gained the people of Puerto Rico, Guam, Cuba and the Philippines. Cuba became independent in 1902 and the Philippines gained its independence from the US after World War II.

The story of Ellis Island and the 12 million immigrants who passed through



*Illustration of deck of an ocean steamer passing the Statue of Liberty in 1887. (National Park Service)*



*Ship loaded with immigrants approaching US around the turn of the 20th Century.*



it will be covered here. It is estimated that 40 percent of Americans have a relative who passed through Ellis Island before it stopped functioning as a reception center in 1932. While some of these stories are told in countless ethnic museums, as well as site-specific museums such as Ellis Island itself, nowhere is the full story of this period told in a full and comprehensive manner.

Other major ports of immigration included Boston, Philadelphia, Baltimore, New Orleans and Galveston on the Atlantic and Gulf coasts and San Francisco on the West Coast.

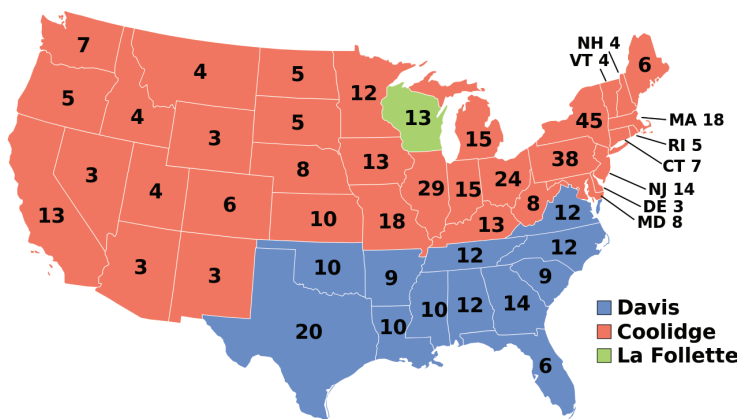
This period ends with a series of restrictive immigration laws including the Chinese Exclusion laws of the 1880s and the Immigration Act of 1924. Immigration laws during this period include the following:

- 1870** ● The Naturalization Act of 1870 allowed aliens of African nativity and persons of African descent to become US citizens.
- 1875** ● The Page Act became the first immigration law to exclude a group from entering the country. In this case it was Chinese contract laborers, and it was the first of many laws discriminating against Asians.
- 1882** ● The Chinese Exclusion Act banned skilled and unskilled laborers, and Chinese employed in the mining industry, from entering the country for 10 years, and it denied Chinese immigrants a path to citizenship.
- 1885** ● The Foran Act banned contract labor, aimed mostly at Chinese immigrants.
- 1888** ● The Exclusion Act was amended to ban Chinese workers from re-entering the US after they left. For years after that, Chinese laborers were required to carry a resident permit at all times or face deportation or a sentence to hard labor. The citizenship ban was also extended for another 10 years.
- 1891** ● The Immigration Act of 1891 created the nation's first agency dedicated to immigrants, the Bureau of Immigration in the Treasury Department. It also called for the deportation of people who entered the country illegally.
- 1906** ● The Bureau of Immigration and Naturalization was created.
- 1907** ● The so called "Gentleman's Agreement" between the US and Japan ended the immigration of Japanese workers.

- 1907** • The Expatriation Act said that women must adopt the citizenship of their husbands thus losing their US citizenship unless their husbands became citizens. That law was repealed in 1922.
- 1917** • The Immigration Act of 1917 set a high bar as it included still more restrictions of people from Asia and the Pacific Islands.
- 1921** • The Emergency Quota Law of 1921 limited the number of immigrants to the US to 350,000 a year and implemented a nationality quota of 3 percent of the population of only specific nationalities based on the 1910 census. This greatly reduced immigration from eastern and southern Europe.
- 1924** • The National Origins Act of 1924 further reduced the number of immigrants allowed to enter the US each year to 165,000 and set the nationality quota at 2 percent based on the 1890 census. While this quota system did not apply to immigrants from the Western Hemisphere, new immigrants practically disappeared until after World War II.
- 1924** • The Labor Appropriation Act created the US Border Patrol.

During this period, the Western Hemisphere was not assigned quotas, and immigration from the Caribbean spiked. While more than a million immigrants arrived in the US annually during the peak years covered by Gallery 3, the laws passed in 1921 and 1924 effectively closed the doors to immigration. While anti-Asian laws were being promulgated over a period of more than 40 years, the US also passed laws excluding people engaged in a host of activities including criminals, prostitutes, anarchists, convicts, polygamists, beggars, and those who committed crimes of “moral turpitude.”

1924 map of the US showing electoral votes for President in that year's election.



Also excluded were persons with a range of perceived characteristics or conditions. Various US laws specifically mentioned: lunatics, idiots, persons likely to become public charges, the mentally ill, those with contagious diseases, epileptics, imbeciles, feeble-minded people, those with physical or mental disabilities, tuberculosis victims, children

without parents, homosexuals, insane persons and alcoholics. In the next gallery, note that the US and its people for the most part have moved to accept and treat people with disabilities and many of the conditions mentioned here.

States admitted to the Union during this section of the story include:

24. Missouri—August 10, 1821
25. Arkansas—June 15, 1836
26. Michigan—January 26, 1837
27. Florida—March 3, 1845
28. Texas—December 29, 1845
29. Iowa—December 28, 1846
30. Wisconsin—May 20, 1848
31. California—September 9, 1850
32. Minnesota—May 11, 1858
33. Oregon—February 14, 1859
34. Kansas—January 29, 1861
35. West Virginia—June 20, 1863
36. Nevada—October 31, 1864
37. Nebraska—March 1, 1867
38. Colorado—August 1, 1876
39. North Dakota—November 2, 1889
40. South Dakota—November 2, 1889
41. Montana—November 8, 1889
42. Washington—November 11, 1889
43. Idaho—July 3, 1890
44. Wyoming—July 10, 1890
45. Utah—January 4, 1896
46. Oklahoma—November 16, 1907
47. New Mexico—January 6, 1912
48. Arizona—February 14, 1912

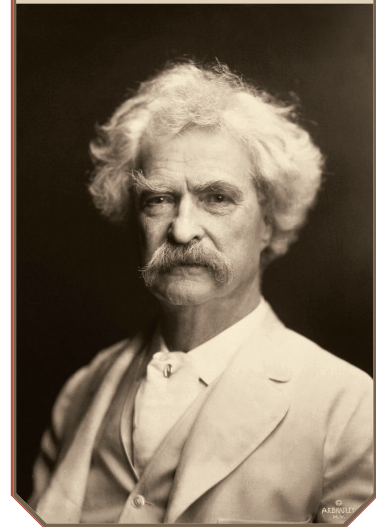
The stories of all of the immigrants who came to the US during this period, and all of those who lived in lands that became part of the US, will be told in the National Museum of the American People. In Gallery 3 of *The Making of the American People* covering the United States and all of its territories during the period from 1820 to 1924, stories of these and scores of other groups will be told:

FIRST PEOPLES  
MEXICAN AMERICANS

AFRICAN AMERICANS  
ENGLISH AMERICANS

We are called the nation of inventors. And we are. We could still claim that title and wear its loftiest honors if we had stopped with the first thing we ever invented, which was human liberty.

MARK TWAIN



FRENCH AMERICANS  
GERMAN AMERICANS  
IRISH AMERICANS  
POLISH AMERICANS  
SCOTTISH AMERICANS  
SCOTS-IRISH AMERICANS  
DUTCH AMERICANS  
NORWEGIAN AMERICANS  
JEWISH AMERICANS  
RUSSIAN AMERICANS  
WEST INDIAN AMERICANS  
(NON-HISPANIC)  
WELSH AMERICANS  
JAPANESE AMERICANS  
ITALIAN AMERICANS  
PUERTO RICAN AMERICANS

SWEDISH AMERICANS  
CHINESE AMERICANS  
FILIPINO AMERICANS  
FRENCH-CANADIAN  
AMERICANS  
CUBAN AMERICANS  
ARAB AMERICANS  
CZECH AMERICANS  
HUNGARIAN AMERICANS  
PORTUGUESE AMERICANS  
KOREAN AMERICANS  
DANISH AMERICANS  
GREEK AMERICANS  
TURKISH AMERICANS  
ARMENIAN AMERICANS  
SLOVAK AMERICANS



#### GALLERY FOUR

# AND STILL THEY COME

1924—present

THE MUSEUM WILL PORTRAY THE CHANGES that mark the rich mixture of people that we label “American” as they continue to evolve. In this gallery’s depiction of the NMAP’s story, the doors to the United States were all but closed to overseas immigrants, though the Indian Citizenship Act of 1924 granted US citizenship to American Indians.

Immigration slowed to a trickle between 1924 and the end of World War II due to the quotas based on existing US population groups. It remained relatively easier to immigrate here from Western Europe than the rest of the world, but even those numbers were low. This slowdown was further influenced by the Great Depression that started in 1929. There was actually a net

emigration away from the US during the deepest four years of the Depression.

In 1929, Congress tightened overseas immigration even more by cutting the number of immigrants allowed to 150,000. It also linked a 2 percent nationality quota to the 1920 Census, limiting immigrants from eastern and southern Europe even more than previously.

Before, during, and following the Second World War, America became the home for refugees from Europe, including Holocaust survivors. From 1941 to 1987, the US accepted 4.4 million immigrants from Europe, 4.3 million from Asia, and 5.5 million from Latin America and the Caribbean. There was no legal category of “refugee” until after World War II.

In the post-war years, increased immigration from Mexico and Puerto Rico became major parts of the American story.

From 1948 through 1980, some 2.3 million persons were admitted to the US as humanitarian and political refugees, including about 450,000 persons displaced shortly after World War II. After 1952, anti-Communist inclinations drove presidential actions with regard to refugees. From 1962-79, 692,000 Cubans immigrated after Fidel Castro’s Communist Revolution took over that country.

This gallery will highlight migrations within the country including continued westward movement, as well as the forced movement of Japanese Americans to internment camps during World War II. The end of the war also saw the beginning of vast numbers of Americans moving from cities to suburbs.

The Great Migration of African Americans from the South to the North and West started in 1910 but took place primarily from 1940 to the early 1970s.

The political leanings of immigrants became an issue in the 1940s and 1950s. In 1940, the Alien Registration Act required all immigrants above age 13 to register with the government and be



*New citizens taking an oath to the US Constitution.*



*Displaced persons seeking to immigrate to the US line the decks of the General Black as it leaves the port of Bremerhaven, October, 1948. Nicknamed the “Ship to Freedom” by its passengers, it brought 813 European Displaced Persons from eleven nations to the US. (USHMM/National Archives)*



*Bracero Program (USCIS)*

fingerprinted, while it banned “subversives” from immigrating at all. The 1950 Internal Security Act allowed the US to deport immigrants who were ever members of the Communist Party.

During World War II, the US faced a shortage of farm workers, so the Bracero Program was instituted in 1942. This allowed Mexican manual laborers into the US to work on farms. Over the following 22 years, about 5 million Mexican workers participated in the program.

Also, during World War II, the Chinese Exclusion Act was repealed although the annual quota was only 105. In 1946 the repeal was extended to cover Filipinos and Indians.

In the immediate aftermath of the war, the War Brides Act was enacted to allow alien spouses, natural children and adopted children of members of the Armed Forces to become citizens. More than 100,000 entered the US via this route.

In the wake of the war, President Truman desegregated the military. During the 1950s and 1960s, the Civil Rights Movement built across the nation with Rev. Martin Luther King, Jr. as a principal leader and culminated in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The movement of African Americans north and west out of the South continued.

The war also led to a massive worldwide increase of refugees, and the US passed the Displaced Persons Act in 1948 allowing up to 200,000 refugees into the country. In 1952 the Immigration and Nationality Act consolidated earlier laws and eliminated race as a basis for exclusion. However, the quota system remained in place and immigration remained at low levels.

The Immigration Act of 1965 changed all that. Immigration from overseas was still limited to 170,000 with a maximum of 20,000 from any one country and immigration from the Western Hemisphere was limited to 120,000. But a preference system was established for family members of US citizens and immigrants with special skills. Those two features had no numerical restrictions and led to a major increase in immigrants over subsequent decades.

Special laws were enacted to facilitate refugees from Cuba (1966) and then Vietnam, Cambodia and Laos (1975-76). In 1980 the Refugee Act was adopted to facilitate a variety of refugee issues around

When strangers  
reside with you in  
your land, you shall  
not wrong them. The  
Strangers who reside  
with you shall be to  
you as your citizens;  
you shall love each  
one as yourself, for  
you were strangers in  
the land of Egypt.

LEVITICUS 19:33-34



*In 1979, Vietnamese “boat people” began escaping Vietnam (left) and many came to the US; in 1980, the Mariel boatlift brought boatloads of Cubans to Florida.*

the world. Those fleeing their country on account of race, religion, nationality or politics were made a different category of immigrants which increased the number of people who could be admitted to the United States.

The 1986 Immigration Reform Act gave those who entered the US before 1982 a path to citizenship provided that they met a list of criteria. It also legalized certain seasonal agricultural immigrants and made it illegal to knowingly hire or recruit undocumented immigrants.

Four years later, the Immigration Act of 1990 set an annual ceiling of 700,000 immigrants for three years and 675,000 after that. As the number of undocumented immigrants swelled during the 1990s, the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 allowed deportation of immigrants for a wider range of crimes and applied the law retroactively. The number of Border Patrol agents was also increased.

Over the last two decades, immigration has been a major national issue. The National Museum of the American People will be continuously updated to bring the story of new Americans up to date.

In this gallery, dominant immigrant groups will include Chinese, Japanese, Filipinos, Koreans, Indians and Vietnamese. Others include Central Americans, Soviet Jews, Dominicans, Haitians, Africans and a variety of Europeans. Over the last few decades, one of the biggest national stories has been the steady flow of immigrants, both documented and undocumented, from Mexico and Central America.

**It has been said  
that democracy is  
the worst form of  
government except  
for all the others that  
have been tried.**

WINSTON CHURCHILL



Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.

OSCAR HANDLIN



Mexicans were 24 percent of the immigrant population in 2019. Next largest groups were from China and India (6 percent each), the Philippines (5 percent); El Salvador, Vietnam, Cuba, and the Dominican Republic (3 percent each); and Guatemala and Korea (2 percent each).

Among immigrant groups with the highest percentage increase in 2019 were those from Venezuela, Afghanistan, Nepal, Myanmar (Burma) and Nigeria.

As the 21st Century dawned, the US was attacked by foreign terrorists in New York and Washington using hijacked aircraft as weapons, one of which crashed in Pennsylvania before hitting its target. In the wake of the 9/11 attack, the US passed the Patriot Act that broadened terrorism-related criteria for deportation and broadened inadmissibility rules for noncitizens. In addition, it established a foreign student monitoring program.

During this same period, a refugee influx has been building on our southern border. This has increased the US focus on immigration.

In 2002, the Enhanced Border Security and Visa Entry Reform Act streamlined electronic border control systems for those entering and leaving the country. In 2002, the Department of Homeland Security (DHS) was created and established three new agencies to monitor and protect our borders: US Customs and Border Protection (CBP), US Immigration and Customs Enforcement (ICE), and US Citizenship and Immigration Services (USCIS).

The Intelligence Reform and Terrorism Prevention Act of 2004 added more reasons to not admit and to deport noncitizens, and increased penalties for alien smuggling. The Border Protection, Anti-terrorism and Illegal Immigration Control Act of 2005 criminalized violations of federal immigration law.

The issue of immigration reform has been simmering since then. But Congress did enact the Secure Fence Act that called for more than 700 miles of reinforced fence to be built along the Mexican border in places where there had been a high level of drug trafficking and illegal immigration. In 2006, 6,000 National Guard troops were sent to the Mexican border to assist Border Patrol agents.



US-Mexico Border Wall



In 2012, President Obama announced the Deferred Action for Childhood Arrivals (DACA) policy to allow those entering the US before the age of 16 to apply for a work permit and two-year protection against deportation. In 2014 he took executive action to delay the deportation of 5 million undocumented immigrants after meeting various conditions, and he broadened the DACA program.

In 2017, as one of his first acts in office, President Trump moved to impose new restrictions on immigration from several Muslim-majority countries in conflict regions. Starting in 2018, and continuing through 2020, his effort to build a significant border wall along the Mexican border emerged as a national issue.

The National Museum of the American People will be monitoring and marking events such as these in future years, as well as events we don't now anticipate. Each move has a role in defining the American People. When the National Museum of the American People opens, it will mark all of our nation's significant actions to determine who the American People are . . . and who they will be.

All of this means that the compelling story of new immigrants to our nation is still writing itself. Today, immigration is an issue that has opened a significant rift in our nation's body politic. One of the goals of the NMAP is to help bring our nation back together by telling the story of the making of the American People . . . all of us.

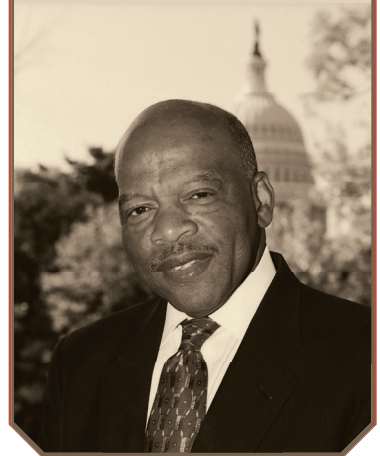
States admitted to the Union during this period include:

- 49. Alaska—January 3, 1959
- 50. Hawaii—August 21, 1959

In Gallery 4 of *The Making of the American People* covering the United States and all of its territories during the period from 1924 to the present, stories of these and scores of other groups will be told:

Ours is the struggle of a lifetime, or maybe even many lifetimes, and each one of us in every generation must do our part. And if we believe in the change we seek, then it is easy to commit to doing all we can, because the responsibility is ours alone to build a better society and a more peaceful world.

JOHN LEWIS



FIRST PEOPLES	RUSSIAN AMERICANS	HUNGARIAN AMERICANS
MEXICAN AMERICANS	WEST INDIAN AMERICANS	KOREAN AMERICANS
AFRICAN AMERICANS	(NON-HISPANIC)	GREEK AMERICANS
"AMERICANS"	ITALIAN AMERICANS	TURKISH AMERICANS
FRENCH AMERICANS	PUERTO RICAN AMERICANS	ARMENIAN AMERICANS
GERMAN AMERICANS	CHINESE AMERICANS	ASIAN INDIAN AMERICANS
IRISH AMERICANS	FILIPINO AMERICANS	SALVADORAN AMERICANS
POLISH AMERICANS	FRENCH CANADIAN AMERICANS	VIETNAMESE AMERICANS
SCOTTISH AMERICANS	CUBAN AMERICANS	SLOVAK AMERICANS
DUTCH AMERICANS	ARAB AMERICANS	DOMINICAN AMERICANS
JEWISH AMERICANS	CZECH AMERICANS	



*Contemplative spaces at the the National Museum of African American History and Culture (top) and US Holocaust Memorial Museum (bottom).*



## THE STORY'S END

### A MEMORIAL TO ALL PEOPLE WHO MIGRATED AND IMMIGRATED TO THIS LAND AND NATION

At the end of the NMAP's permanent exhibition, visitors will be able to enter a Memorial Hall in remembrance of their first ancestors who made that trip across oceans and continents under many circumstances to this land and became Americans. While future generations will continue to write this story of *The Making of the American People*, visitors will be able to pause and reflect on the story that they have just encountered.

This will be a fitting end to this story. The descendants of living immigrants will then have a place to remember and celebrate their elders who came here. Every American has ancestors who migrated or immigrated here. Except for First Peoples, they all came within the past five centuries, most in the last 150 years. The memorial will be a solemn and moving space fitting to its purpose.

### AMERICAN PEOPLE DAY

It would also be appropriate to have a federal holiday, American People Day, to celebrate and commemorate all of those who first came to this land and nation. The memorial in the museum will be a place for the President of the United States and leaders of Congress to mark this special occasion.

## COMPONENTS OF THE NMAP

The basic components of the National Museum of the American People would fall into three groupings as indicated in the organization for the institution described later in Chapter 1: those under the museum director, those under the Institute of the American People, and those under the NMAP Administrator. Both the Administrator and the Director of the Institute would report to the NMAP Director. The components for each of the three areas are as follows:



### MUSEUM COMPONENTS

#### PERMANENT EXHIBITION— THE MAKING OF THE AMERICAN PEOPLE

This core component will tell the full story about the making of the American People as outlined in this report. The permanent exhibition will incorporate the American People Memorial at the end of the story dedicated to all of those who came to this land and nation, including its territories. All of the other components of the museum revolve around this central component.

**COLLECTIONS** The museum will endeavor to gather significant objects from throughout the world to help tell its story. These authentic objects could come from gifts, donations and long-term loans from individuals, museums, other institutions, and other nations.

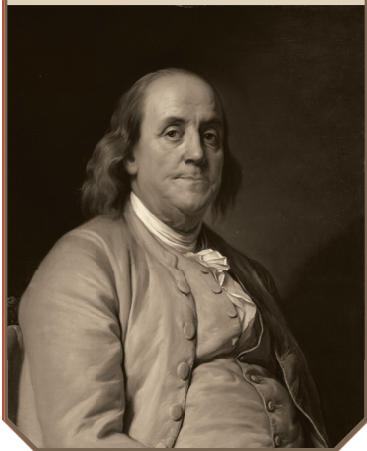
Selected objects from the collection would help the NMAP tell its story. As in other museums, a relatively small share of its collections would be on display at any one time. A secure off-site facility would be required to store these objects. Curators there would be able to research, catalog, authenticate and preserve these objects for posterity, future study and display.

The NMAP will also collect and display objects that reflect accomplishments of the range of diverse American groups.

Following the creation of the museum, a major effort will be made to obtain dramatic and significant objects relating to the museum's story. Once the museum's storyline is approved and the museum exhibition designers finish their plan, a major hunt would begin to find specific objects that the designers will include in the permanent exhibition to tell the full story about the making of the American People.

They that can give  
up essential liberty  
to obtain a little  
temporary safety  
deserve neither liberty  
nor safety.

BENJAMIN FRANKLIN



**SPECIAL EXHIBITIONS** Several spaces within the National Museum of the American People could be designated for special exhibitions. These would allow the museum to explore selected permanent exhibition subjects in more depth. The special exhibitions would also present contemporary issues, art, stories about peoples not covered in the permanent exhibition, and new discoveries.

The range of topics for special exhibitions is seemingly limitless, but all would adhere to the same high standards as the permanent exhibition. These special exhibitions would also serve to attract visitors who have already experienced the permanent exhibition.

Examples could include subjects such as each of the eight geographic regions of American Indians and Alaskan Natives: Northeast, Southeast, Arctic and Subarctic, Plains, Southwest, Great Basin and Plateau, Northwest Coast and California, as well as Native Hawaiians and Natives from Caribbean Islands, Mexico, Central America and South America. Other topics could include in-depth looks at immigrants in selected US metropolitan areas; how slavery affected when immigrants came, where they went and who came; how advances in transportation affected immigration; the impact on the economy of immigration; how every new group of immigrants was seen by those already here; or a more in-depth look at any aspects of the stories in the museum's permanent exhibition.

**TRAVELING AND ONLINE EXHIBITIONS** Special travelling exhibitions would be prepared for exhibition at museums and other public spaces throughout the United States and the world. These traveling exhibitions, prepared by the museum's curatorial and scholarly staff, would focus on subjects related to the museum's mission.

Exhibitions would focus on particular immigrant groups or the history of migration and immigration in a particular area, state or region. The museum could also assist state and local museums throughout the nation preparing permanent exhibitions on the making of the American People tailored to a particular state, locale or ethnic group. The museum could also create on-line special exhibitions for both the general public and students.

**RESTAURANTS AT THE NMAP** The museum could explore including restaurants for the public. A food court, specializing in relatively inexpensive authentic foods from throughout the world and nation, would be able to serve visitors to the museum. In addition, a separate destination dining room could offer premium meals from different parts of the world and feature visiting foreign and regional chefs.

Examples of specialized museum dining can now be found at the National Museum of the American Indian and the National Museum of African American History and Culture. The Mitsitam (“Let’s Eat” in the language of the Delaware and Piscataway peoples) Native Foods Cafe features native foods that come from five Native American culinary traditions. Sweet Home Café at the NMAAHC features the rich culinary traditions of African American cuisine. Proceeds from the food venues accrue to the museum.

**BOOK STORE AND GIFT SHOP AT THE NMAP** Like almost all major museums, there will be a significant book store and gift shop at the National Museum of the American People focused on subjects such as American history, migration, immigration, immigrants and ethnicity.

Besides books about the museum and its collections and stories, the range of subjects can vary with the nationalities and ethnic group stories covered by the museum, from Afghan Americans to Zimbabwean Americans. Every visitor should be able to find offerings that touch on their own personal story.

It will also offer popular and recent books relating to the museum’s subject, as well as posters, photographs, replicas of museum artifacts, and a variety of other appropriate gifts and souvenirs. It will be an important source of income for the museum as well as expanding upon subjects in the museum’s permanent and special exhibitions.

**MUSEUM EDUCATION PROGRAMS** Students coming to the NMAP with their school groups would be served by this department. Special pre-visit materials would be sent to teachers and others before the visit based on the grade level of the students. They will be offered guidance by museum educators through the Permanent Exhibition and could conduct post-visit sessions with the students and teachers to help maximize the level of learning from the museum.

A section of the museum could be set aside for classrooms and other learning spaces to accommodate the bus loads of school children expected to visit the museum.

## COMPONENTS OF THE INSTITUTE OF THE AMERICAN PEOPLE

The Institute of the American People will be a home for significant scholarship about the making of the American People. The basic components of the Institute include the following:

### CENTER FOR THE ADVANCED STUDY OF THE AMERICAN PEOPLE

The Center is envisioned as a major scholarly institution housed adjacent to or near the museum. It would conduct and support scholarly research nationwide, as well as publish a scholarly journal, sponsor seminars, conferences, workshops, courses and lectures to advance knowledge of the American People.

While the Center would maintain a core staff of scholars and others, it will also sponsor a scholars-in-residence program and create affiliations with colleges, universities and related research institutions throughout our nation.

A grants program operated by the Center for the Advanced Study of the American People will support scholarly research programs across the nation. In addition, the Center could serve as a national liaison with researchers in other nations exploring elements of the story about the making of the American People.

Other scholarly pursuits could include the collection and review of archival materials worldwide. A logical project for the museum could be the publication of an online Encyclopedia of the American People that would include exhaustive information available to anyone wishing to access it. This publication could take the form of an update of the 1980 Harvard Encyclopedia of American Ethnic Groups, edited by Stephen Thernstrom.

The Center will also coordinate with and support other elements of the museum, including the curators of the permanent exhibition, special and traveling exhibitions, the genealogical center, the archives and library, the education resource center, the film center, and the public programs department.

### ARCHIVE AND LIBRARY OF AMERICAN MIGRATION AND IMMIGRATION

This component would be closely associated with the Center for Advanced Study. This planned component will have one of the premier holdings of books, maps, documents, photographs, oral histories, film and video, music, art and other materials that touch on the subject matter of the museum. Documents could include personal papers, memoirs and government documents.

Besides a tie-in to National Archives holdings, the museum would also strive to have documents from throughout the world that shed light on migration and emigration to this land. The archival holdings of the museum





would be associated with other archives. Materials could include copies from and electronic partnerships with national universities as well as worldwide private document holdings.

Besides collecting archival materials, there would be a major effort to collect materials from individuals and families. The museum would digitize its holdings and make them available to scholars, students and the general public.

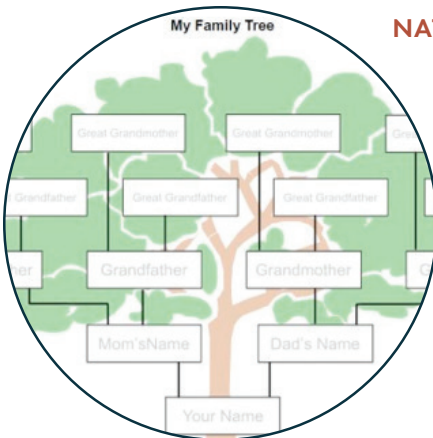
**PUBLIC PROGRAMS AT THE NMAP** This component will include two theaters, one large and one more intimate. It would also be closely associated with the Center for Advanced Study as well as the NMAP. It will accommodate a variety of public programs catering to the local populous, museum visitors and the vast array of ethnic, nationality and minority groups the museum sees as its constituents. These would include:

**CULTURAL EVENTS AND PERFORMANCES** Events and cultural programs touching on the diverse cultural backgrounds of Americans from every corner of the world would be featured in the museum’s auditoriums. There would be a wide array of presentations.

**LECTURES** Leading scholars from an array of disciplines, authors and opinion leaders that focus on different ethnic and minority groups, as well as those who focus on different elements of immigration, migration and other elements of the museum, would be invited to lecture about their work.

**FILMS** In conjunction with the museum’s film and scholarly centers, films on subjects related to the museum’s focus could be presented at the museum.

**SEMINARS** These programs, featuring panels of experts focused on museum themes would also command public attention. These programs would keep the museum alive in its neighborhood both during and after regular museum hours.



**NATIONAL ANCESTRY CENTER PART I—GENEALOGY** The Genealogy Division of the Institute of the American People could be a repository of genealogical information where visitors would learn about their ancestors.

One of the proposed components of the National Museum of the American People is a center where visitors could learn about their ancestors on two levels. First, through genealogy they would be able to trace their immediate and direct ancestors from various records. Second, visitors could



contribute their DNA information to provide more information about their past.

The museum could partner with organizations with extensive data bases to help those researching their families fill in the blanks of their ancestors' lives.

The Family Search Center and Family History Library in Salt Lake City, operated by the Church of Jesus Christ of Latter-day Saints, is the best known of these entities. Containing the records of more than three billion deceased persons, this is the largest collection of its kind in the world. Their library attracts about 2,000 visitors a day. Holdings include census records, passenger and immigration lists at major US ports, military records, and state, county and town vital records. Some records go back to 1550.

Another significant source of data is the National Archives and Records Administration, which has military records going back to the Revolutionary War, census data from 1790 through 1950, and a variety of documents, photos, recordings and other materials grouped by ethnicity. Researchers who visit there can discover ship manifests that include the names of their ancestors who first arrived in the US, along with details about the ship, where it left from, and where and when it arrived.

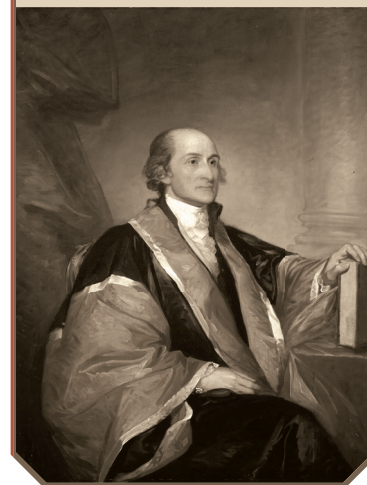
State archives also include helpful information from state records, Native American records and pioneer information. The Statue of Liberty-Ellis Island Foundation has a database of passenger records of those who arrived in New York City. The Library of Congress offers a wide variety of local history and genealogy reference services.

The best place to begin a genealogical chart is to put down what you know, and then to get information from parents, grandparents and great-grandparents or people from their circle of friends and relatives. While most genealogy research is performed by individuals researching their own families, professionals can be hired to do a more detailed search and go farther back in time.

Some genealogists specialize in the heritage of particular ethnic groups, focus on a surname, or are experts on a small community. Others focus on famous people and some seek to become part of a genealogical-based group whose ancestors, for example, played a role in the American Revolution. Examples include the Daughters of the American Revolution, or those who came here on the Mayflower.

The portals of the temple we have raised to freedom shall be thrown wide, as an asylum to mankind. America shall receive to her bosom and comfort and cheer the oppressed, the miserable and the poor of every nation and of every clime.

JOHN JAY



The National Museum of the American People will incorporate a system that would allow visitors to print out their own genealogical information. All Americans take pride in their heritage, whether it be from the early days of our nation or from their parents who emigrated here in the last generation. The NMAP will assist them in their search for their roots.

### NATIONAL ANCESTRY CENTER PART 2—GENOME

Partnering with organizations like the National Geographic Society and others, the NMAP could help visitors search their genes to discover their personal past.

One of the proposed components of the National Museum of the American People is a center where visitors could contribute their DNA information to provide more general and distant information about a person's past.

The NMAP would explore having museum visitors participate in a DNA contribution program that could enable researchers to trace their ancestors.

Some commercial DNA programs have become well known in recent years, such as Ancestry.com, 23andMe and Familytree.com, as more people search for their personal roots.

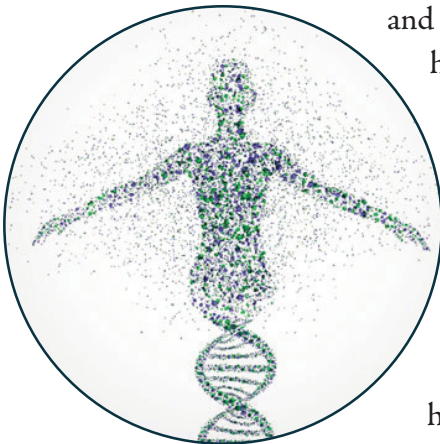
This program could tie in with the National Geographic Society's Genographic Project. The results of that project could be immensely helpful to the museum in telling its story. As National Geographic has reported, for decades, the primary clues to the human story came from scattered bones and artifacts. From these, scientists have found a record of ancient human migrations in the DNA of living people.

While helping to tell the first chapter of the museum's story, starting some 20,000 years ago with the first humans arriving in the Western Hemisphere, the information from these DNA studies will be a vital link between those first migrants and their descendants contributing DNA.

The National Geographic's Genographic Project uses advanced genetic and computational technologies to analyze historical patterns in DNA from participants around the world.

Launched in 2005, the project's goals are to gather and analyze research data in collaboration with indigenous and traditional peoples, and to educate the general public about their own deep ancestry.

The DNA test is done from a swab of saliva from the donor's mouth. The DNA found in that swab is then tested for nearly 300,000 identifiers, also known as "markers," selected to provide ancestry-relevant information. The test measures the genetic markers passed down through the generations from parents to children.



Everyone's DNA is tested against hundreds of thousands of ancestry-markers from around the world to discover the regional affiliation of a person's ancestry. While modern humans have spread into thousands of diverse branches all over the globe, each branch can be traced back to their origins some 200,000 years ago in Africa.

The National Museum of the American People will tell the story of humans flowing into the Western Hemisphere and forming tribal groups and civilizations throughout North and South America. They remained isolated from the rest of the world for 20 millennia until contact with peoples from Europe, Asia and Africa starting about 500 years ago.

**EDUCATION RESOURCE CENTER** The Institute's Education Resource Center will foster the teaching of the making of the American People story in schools throughout the nation and the world.

Among its tasks could be to:

- ✦ Prepare a variety of grade-appropriate curricula materials based on the museum's story about the making of the American People, including bibliographies, books and other resource materials for both teachers and students. The museum would work with state and local departments of education to correlate its materials with national and state standards.
- ✦ Provide education training for teachers through workshops and extension classes.

**NMAP FILM CENTER** Complementing the NMAP's Institute of the American People, the museum's film and video library could include films encompassing all aspects of the museum's story. The museum would include a state-of-the-art movie theater and maintain a regular movie schedule.

The feasibility of including an IMAX-type theater could also be explored. The museum's auditorium could be an appropriate venue for major Hollywood film openings on topics covered by the museum.

An Annual American People Film Festival using both the museum's theater and other nearby screens could be sponsored by the museum. Film scholars and historians could help assemble this collection and develop the programming for the film center.

The theater would be a source of revenue for the NMAP.

**NMAP PEOPLING OF AMERICA CENTER** The Peopling of America Center would consist of scholars at the National Museum of the American People

working with National Park Service officials to identify sites throughout the nation where events of significant migration and immigration history took place. The sites would be marked with special plaques designating them as “Peopling of America National Historic Landmarks.”



*Immigrants arriving in the US at Angel Island in San Francisco Bay.*

The Peopling of America idea was initiated by former Sen. Daniel Akaka, HI, about 25 years ago but was never implemented. With heightened interest in genealogy and using DNA to trace ancestors, this would be another way to trace one’s personal roots.

The most famous immigration site in America is Ellis Island, although the ancestors of most people in our nation either came before Ellis Island opened in 1892, after it closed in 1954, arrived through other ports, or were already on land that the US took over. On the West

Coast, for example, Angel Island, not far from the Golden Gate Bridge in San Francisco Bay, is where many immigrants from Asia arrived in the United States.

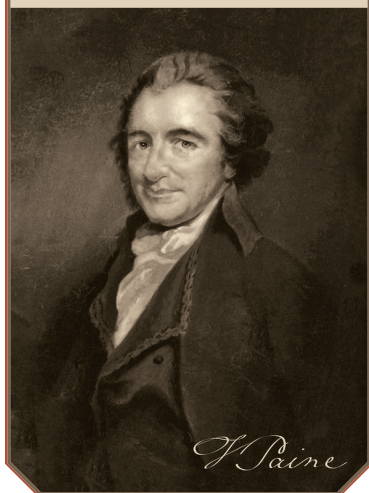
As new national historic sites are designated, and markers placed, Peopling of America themed maps could be created for the public based on regional designations and specific ethnic designations. With information provided by the NMAP and NPS, members of ethnic groups could tour the nation to see firsthand where people from their homelands landed in the US. Families could tour their regions to learn about the special places where different peoples first arrived to become Americans.

The Peopling of America National Historic Landmark site designations would also be used to designate original settlements as well as paths that were followed by groups as they moved across the country. The site plaques will describe the key events in the immigration and migration histories of these groups.

The Peopling of America program will provide a basis for the preservation and interpretation of the movements of groups that shaped the nation, including those that arrived on these lands before our nation existed. The process could also lead to more

**The United States should be an asylum for the persecuted lovers of civil and religious liberty.**

THOMAS PAINE



structures and places nominated to be added to the National Register of Historic Places.

Significant sites of First Peoples, and the sites of both early and current tribal cultures, would be marked. Trails leading westward such as the Mormon Trail, the Trail of Tears and the Santa Fe Trail, could be designated for their role in the peopling of America. So too could the Underground Railroad which was followed by Southern slaves to free themselves in the North and the actual railroads that helped to move the population center of the US westward.

Sites all along the Canadian and Mexican borders with the US could be marked, as could ports and beaches throughout the US and its territories.

By making Americans more aware that the places that mark our immigration and migration journeys are all around us, the National Museum of the American People will enhance our understanding of that central aspect of our nation's uniqueness.

The Peopling of America Center would also coordinate the NMAP's relationships with state and local history museums and with ethnic and minority museums and would administer a grants program for those institutions along with the Institute for Museum and Library Services.

**CENTER FOR INCLUSION AND BELONGING** This is a program now under the auspices of the American Immigration Council that could also be a good fit for the Institute of the American People. There could be discussion about this with AIC about partnering with them in this endeavor.

## **ADMINISTRATIVE COMPONENTS**

**FACILITY SUPPORT** This will include maintaining the museum building and office space as well as a secure offsite location for the NMAP's collections and exhibition preparation.

**FUNDRAISING** Significant fundraising efforts will be required to plan and build the museum, establish all of the components for the museum and the institute, and ongoing efforts to maintain a strong public-private status for the institution. A discussion of fundraising is covered in Chapter 5 of this Report.

**BUDGET AND FINANCE** A strong budget and finance unit is required to assure that every dollar from every source coming to the museum is fully accounted for. There will be full transparency of where funds came from, how they are invested and when and how all money is spent. It will assure

that adequate funds are available for every aspect of the museum's and the institute's programs.

**HUMAN RESOURCES** A professional human resources unit will be required to assist with essential aspects of the staff's needs (pay, health, benefits, promotions, hiring, meeting civil service requirements, etc.) and to help attain and maintain a high level of staff morale.

**LEGAL SUPPORT** Staff lawyers will be required to provide legal advice and assistance to the Board of Regents, the NMAP and the Institute.

**LEGISLATIVE LIAISON AND PROTOCOL** This office will meet requests from Congressmen, Senators, the White House, Board of Regents, embassy officials and VIPs. It will also work closely with key legislative committees to assist with the NMAP's authorization and appropriations requests.

**SECURITY** The NMAP will require security in line with other major museums in the Washington area, assure that the museum itself has the highest level of security at all times and to safeguard the museum grounds and office facilities of the institution.

**DOCENTS AND VOLUNTEERS** The museum could be expected to have a corps of docents and volunteers to lead tours and assist visitors.

**PUBLIC RELATIONS** This office will handle media relations, social media, media releases, and producing editorial, visual and video materials for the museum.

## **GOVERNANCE OF THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE**

Two basic governing structures are being considered for the National Museum of the American People. One is modeled after the one used by the National Museum of African American History and Culture and the other is used by the United States Holocaust Memorial Museum. Both are thriving story-telling museums in our nation's capital.



*Holocaust Museum*



*African American Museum*

## COMPARING THE GOVERNANCE MODELS OF THE USHMM AND NMAAHC

<i>Facet</i>	<b>USHMM</b>	<b>NMAAHC</b>
AFFILIATION	Independent	Part of the Smithsonian Institution
PUBLIC OR PRIVATE	Public/private partnership	Public/private partnership
DIRECTOR APPOINTED BY	USHMM Board	Secretary of Smithsonian
GOVERNING BODY	USHMM Council	SI Board of Regents
BY LAW, WHO IS ON GOVERNING BODY	5 Senate members 5 House members Dept of Interior Ex Officio Dept of State Ex Officio Dept of Educ Ex Officio	Chief Justice Ex Officio Vice President of US Ex Officio 3 Senate members 3 House members
BALANCE OF GOVERNING BODY	55 Members	9 Members
APPOINTED BY	President of US	SI Board of Regents
WHO APPOINTS SI SECRETARY	N/A	SI Board of Regents
CENTRAL ADMIN SUPPORT BY	Dept of Interior	Smithsonian
SECURITY BY	On own	Smithsonian
LEGAL SUPPORT BY	On own	Smithsonian
FACILITY SUPPORT BY	On own	Smithsonian
GIFT SHOP	On own	Smithsonian
RESTAURANTS	On own	Smithsonian
NAME RECOGNITION	Strong	Strong



<i>Facet</i>	<b>USHMM</b>	<b>NMAAHC</b>
FUNDRAISING BRAND	Strong	Strong
FUNDRAISING	On own	Smithsonian
APPROPRIATIONS CONTACTS	Directly w/Hill	Through Smithsonian
AUTHORITY OVER BUDGET/FINANCES	Yes	Through Smithsonian
COMPETITION WITH OTHER MUSEUMS FOR RESOURCES	No	Yes
ACCESS TO LARGE DONORS	Yes	Through Smithsonian
FUNDS/STAFF TO OTHER MUSEUMS	No	Yes
FREEDOM TO MAKE MAJOR INDEPENDENT DECISIONS	Yes	No
BORROW COLLECTIONS FROM OTHER MUSEUMS	Yes	Through Smithsonian
RISK OF NOT BEING PART OF LARGE ORGANIZATION	Minimal	No
BEAR FULL COST OF CRUCIAL SERVICES	Yes	No
BENEFIT OF SI BRAND	No	Yes
SEPARATE BOARD UNDER SI BOARD?	N/A	Yes (limited authority)

The National Museum of the American People, based on the quality and experiences of both the USHMM and the NMAAHC, would work well under either governing model.

Right now, the Smithsonian Institution is digging out of a major backlog of capital improvements throughout its system, and is charged with building two new museums.

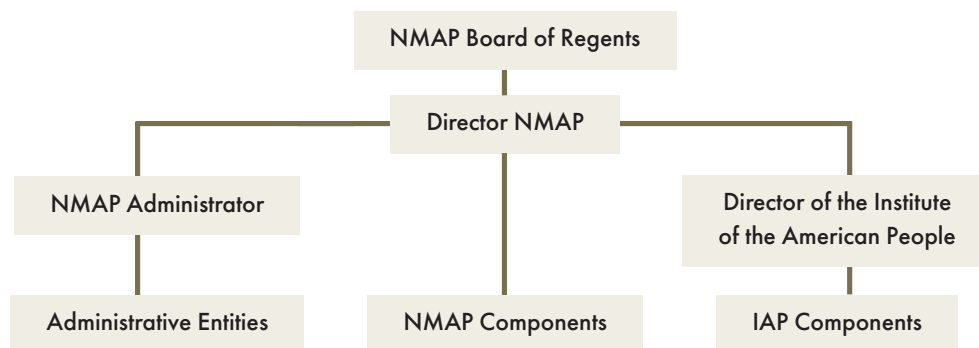
If the Smithsonian Institution is interested in having the National Museum of the American People join its family of museums, that should be taken under consideration by Congress and the President.

For now, we propose that the NMAP governance be designed along the lines of the US Holocaust Memorial Museum. The draft legislation we propose in Chapter 5 reflects that.

## **ORGANIZATION OF THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE**

Atop the National Museum of the American People's organization chart will be its Board of Regents. It will be based on the design of the governing body of the US Holocaust Memorial Museum. The NMAP Board of Regents would include a range of diverse citizens who possess expertise in a variety of fields needed to build and operate a large and complex institution. The Regents would include House and Senate members, appointments from key federal agencies, and citizens appointed by the President and approved by the Senate.

Under the Board of Regents would be the National Museum of the American People, the Institute of the American People and a unit to administer both. The Institute is the central scholarly component of the NMAP. Here's one example of what the NMAP's organizational chart could look like:



The various components of the National Museum of the American People, including the components of the museum, the Institute of the American People and the NMAP's administrative entities are discussed earlier in this chapter of the document.

# WHY WE NEED THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE

# 2

- » Rationale for the National Museum of the American People
- » Positive Impact on the Regional History and Ethnic/Minority Museums



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## **RATIONALE FOR THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE**

THE UNITED STATES OF AMERICA should establish the National Museum of the American People now BECAUSE:

- 1 It will be one of the greatest and most compelling story-telling museums in the world as it breathes new life into the first words of our Constitution: "*We the People.*"
- 2 It will help foster a sense of belonging to our nation, contribute to our national identity, and help unify our country as it brings to life, with a new meaning, our original national motto: *E Pluribus Unum!* From many, we are one!

- 3 More than ever, with Americans so divided, we need this museum near the heart of our nation's capital to tell the story of *all* of us, and, by so doing, help bridge our divides.
- 4 It will serve as a memorial to our ancestors, no matter how they came, who crossed oceans and continents to come to this land and nation.
- 5 It will be a brilliant beacon of our national values for all of our descendants.
- 6 In telling the story about the making of the American People, it is designed to preserve and enhance our democracy and all that makes us Americans.
- 7 While there are many museums in Washington, DC, there are now only two great story-telling museums—the Holocaust Museum and the African American Museum. The NMAP will become only the third such museum as it touches all Americans.
- 8 NMAP will show how people from everywhere on our globe built and defended this nation and how they contributed to making it the economic, military, scientific and cultural leader of the world.
- 9 It will be the only museum in our nation's capital to tell the story of every ethnic and minority group. It will tell about their immigration and migration here or how they were here when the US expanded to their land. It will show their patriotism, and achievements.
- 10 It will become an eternal legacy for our nation. All Americans will be able to come and learn about their own group's stories and have the opportunity to learn about the stories of all the others.
- 11 It will stimulate learning nationwide.
- 12 It will enhance our nation's foreign relations, as leaders and visitors from around the world come away with a better understanding of our pluralistic nation and by spurring Americans to visit the lands of their ancestors.
- 13 It will spur civics education for student visitors and others nationwide through education programs.
- 14 As it tells every student's story about becoming an American, it will enhance their interest and knowledge of what it means to be an American.

- 15** It will promote scholarly study nationwide and worldwide about the making of the American People.
- 16** It will highlight that the American People are a special mosaic where we still recognize and use a hyphen to delineate the distinct ethnicities of our heritage, whether from Europe, Africa, Asia and Pacific Islands or the Americas, including Native Americans.
- 17** It will demonstrate that being an American is not based on being part of any racial, ethnic, nationality or religious group.
- 18** It will help dispel fear and mistrust of newcomers showing that our ancestors were themselves newcomers.
- 19** It will underscore how Americans in all of their diversity are the embodiment of the ideals and values expressed in the Declaration of Independence and the Constitution, especially the freedoms spelled out in the Bill of Rights and Constitutional Amendments expanding the definition of American citizenship, democracy and the right to vote.
- 20** It will show how our nation needs to work to perfect the ideals of democracy, freedoms, voting rights, liberty, majority rule, minority rights, checks on and balances of power, justice and equality.
- 21** It will become one of our nation's greatest cultural institutions on its opening day.
- 22** It will become a singular national cultural attraction as millions of visitors come every year. They will spread the story of the making of the American People to many millions more, and for generations to come.
- 23** It will be a monumental legacy for its founders in a place of prominence in our nation's capital for time immemorial.
- 24** Non-federal sources are anticipated to provide funding to design and build the National Museum of the American People, its exhibitions, and its components.
- 25** There are hundreds of organizations representing scores of different ethnic, nationality, minority, and genealogical groups supporting the establishment of the museum to tell their stories about becoming Americans in a national museum in Washington, DC.
- 26** The National Museum of the American People will become a resource for state, local and ethnic museums throughout the United States that celebrate the different heritages of the American People.

## IMPACT ON ETHNIC, MINORITY AND REGIONAL HISTORY MUSEUMS

A key question for Members of Congress to ask would be about the impact of the National Museum of the American People on any regional history, ethnic and minority museums in their state and districts.

In the legislation being proposed to establish the National Museum of the American People (Chapter 5), there is a provision to work with the Institute of Museum and Library Services for that agency to establish a

grant and scholarship program for state and local ethnic museums, with first-year funding set at \$15 million.

The NMAP will have a positive impact on those local museums with respect to their visitorship levels, fundraising, collections, as well as the quality of their exhibitions, education programs, and any research that they undertake. That impact

should begin before the NMAP opens, and carry on into the distant future.

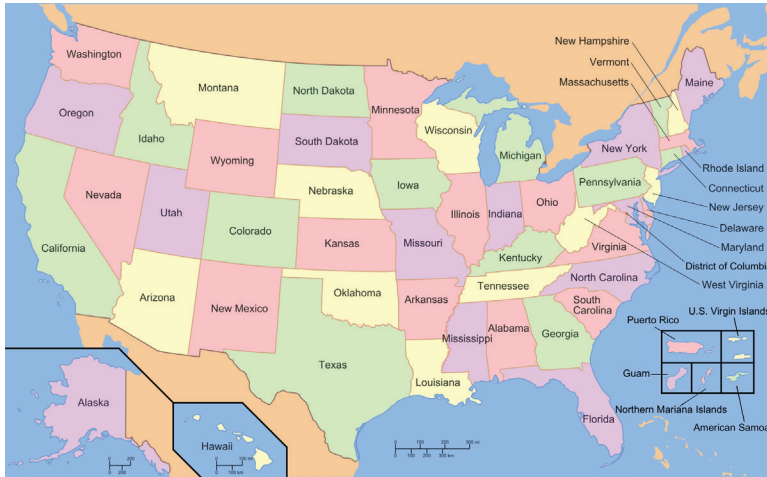
Two years after the African American Museum opened, *Stateline*, in 2018, reported the following:

*Black history museums and historic sites are flourishing across the South, riding a wave of interest in African-American history that has made a stunning success of the two-year-old National Museum of African American History and Culture in the nation's capital.*

*In past years, museums documenting the civil rights struggle and memorializing lynching victims have opened in Jackson, Mississippi, and Montgomery, Alabama. In Nashville, a museum focusing on African-American music is scheduled to open next year.*

*And in Charleston, South Carolina, construction is set to begin next year on a projected \$75 million black history museum that will stand on the former site of Gadsden's Wharf, the disembarkation point for more than 100,000 Africans brought to America and sold into slavery.*

*At a time when attendance at some large museums is flagging—12 of the 20 biggest U.S. museums saw flat or lower attendance in 2017 compared with 2016—the swirl of activity involving black history stands out.*



We look forward to reading similar articles with respect to local history, ethnic and minority museums throughout the nation after the NMAP opens.

There has been a proliferation of Holocaust museums and memorials throughout the United States since the Holocaust Museum was first announced. There are 31 states with such structures now, including 42 memorials and 44 museums. There has also been a proliferation of Holocaust courses taught in universities nationwide as well as high school history units.

In a poll conducted for the Women’s History Museum commission, more than 98 percent said that they believed an American Museum of Women’s History located in Washington, DC “would have an overall positive impact on regional women’s history museums.” Academics and museum professionals also believed that a national museum on American women’s history “would be an opportunity to promote rather than hinder the ongoing scholarship, research, and education being conducted in the field of women’s history.”

The Women’s History Museum commission concluded that “there is a perceived responsibility on the part of the American Museum of Women’s History to collaborate and elevate the work being done by other women’s history museums.” It found that there is “no question that an American Museum of Women’s History would benefit rather than hinder other regional museums. Strong and active partnerships between a centralized national museum and regional museums would, in fact, be mutually beneficial.”

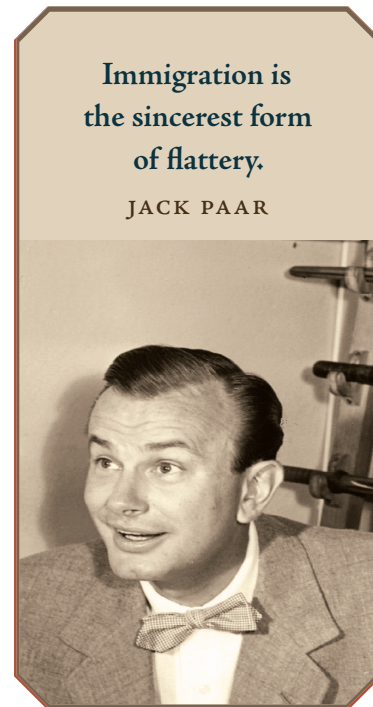
In a survey of 72 African American museums undertaken by the African American Museum commission, it concluded that there was a clear mandate to move forward with plans to create a national museum. Eighty-seven percent favored that proposition and none opposed it. About 12 percent expressed concerns over attendance, collections and funding. Among the benefits they foresaw were collaborating on partnerships, training opportunities, and sharing collections displaying temporary exhibits prepared by the National Museum.

In June, 2023, the Institute of Museum and Library Services announced awards totaling \$6 million in museum grants for African American history and culture. The 34 grantees will match these awards with an additional \$8 million in non-federal funds.

Every state has a state historical society or association and 49 states have a state history museum. Many cities and counties throughout the nation also have historical societies and museums telling their histories. The National Museum of the American People will assist state and local institutions by helping them tell their stories about the peoples in their areas, starting with

**Immigration is  
the sincerest form  
of flattery.**

JACK PAAR



the first humans and then all others who came to settle in those locales. The NMAP, working with regional museums, will enhance all Americans' knowledge of who they were, where they came from, when they came, how they got there and the contributions of various groups.

There are many ethnic, nationality and minority museums throughout the nation that focus on their local populations. The NMAP will be an invaluable asset to assist them as they tell their stories.

The NMAP will also encourage Americans everywhere to visit and support their local story-telling museums of all stripes. It will help them with research, exhibitions, training, education programs and, a grants program to assist with a range of museum needs in conjunction with the Institute of Museum and Library Services.

The NMAP will want to create a significant partnership program with many regional institutions to create its "Peopling of America" program that will designate important historical sites across our nation. These important immigration and migration sites could be identified and marked by their nearby museums, who would receive attention from visitors to those sites.

This Peopling of America component would consist of museum scholars working with National Park Service officials to identify sites throughout the nation where events of significant migration and immigration history took place. The sites would be marked with special plaques designating them as "Peopling of America National Historic Landmarks."

Peopling of America maps could be created for the public based on regional designations and specific ethnic designations. Members of ethnic groups could tour the nation to see firsthand where people from their homelands landed in the US. Families could tour their regions to learn about the special places where different peoples first arrived to become Americans. State and local museums could be a source for distribution of these maps.

The Peopling of America National Historic Landmarks would also be used to designate original settlements and paths that were followed by groups as they moved or migrated across the country.

The Peopling of America program will provide a basis for the preservation and interpretation of the movements of groups that shaped the nation, including those that arrived on the land before our nation existed. The process could also lead to more structures and places nominated to be added to the National Register of Historic Places.

When you get to know a lot of people, you make a great discovery. You find that no one group has a monopoly on looks, brains, goodness, or anything else. It takes all the people—black and white, Catholic, Jewish and Protestant, recent immigrants and Mayflower descendants—to make up America.

JUDY GARLAND





Partnering with the National Museum of the American Indian and local tribal groups, significant sites of both early and current tribal cultures would be marked.

Trails leading westward such as the Mormon Trail, the Trail of Tears and the Santa Fe Trail could be designated for their roles in the peopling of America. So too could the Underground Railroad which was followed by Southern slaves to free themselves in the North, and the actual railroads that helped to move the population center of the US westward.

Sites all along the Canadian and Mexican borders with the US could be marked, as could ports and beaches throughout the US and its territories.

By making Americans more aware of those places all around us that have marked our journeys, the National Museum of the American People will enhance our understanding of that central aspect of our nation's uniqueness. It will significantly assist state, local and regional history, ethnic and minority institutions throughout the nation.

**A BILL** to establish an uniform Rule  
of Naturalization, and to enable Aliens to  
hold Lands under certain Restrictions.

*Sec. 1.* **BE IT ENACTED** BY THE SENATE AND HOUSE OF  
REPRESENTATIVES OF THE UNITED STATES OF  
AMERICA IN CONGRESS ASSEMBLED, That any alien, other than  
an alien enemy, being a free white person, who shall have resided  
within the limits and under the jurisdiction of the United States  
for the term of TWO YEARS, may be admitted to become a citizen  
thereof, on application to any common law court of record in any  
one of the States wherein he shall have resided for the term of ONE  
YEAR at least, and making proof to the satisfaction of such court,  
that he is a person of a good character, and taking the oath or affirm-  
ation prescribed by law to support the Constitution of the United  
States, which oath or affirmation such court shall administer, and  
the clerk of such court shall record such application and the pro-  
ceedings thereon; and thereupon such person shall be considered  
as a citizen of the United States. And the children of such person  
so naturalized, dwelling within the United States, being under the  
age of twenty-one years at the time of such naturalization, shall  
also be considered as citizens of the United States. And the chil-  
dren of citizens of the United States, that may be born beyond sea,  
or out of the limits of the United States, shall be considered as na-  
tural born citizens.

PROVIDED, That the right of citizenship shall not descend to  
persons whose fathers have never been resident in the United States:

PROVIDED ALSO, That no person heretofore proscribed by any  
State shall be admitted a citizen as aforesaid, except by an Act of  
the Legislature of the State in which such person was proscribed.

[NEW-YORK, PRINTED BY THOMAS GREENLEAF.]

*That any Alien other than an alien Enemy, being a free*

# WHO SUPPORTS AND WILL VISIT

## NATIONAL MUSEUM OF THE AMERICAN PEOPLE

# 3

- » Audiences for the Museum
- » Stakeholders
- » Supporting Ethnic and Minority Organizations
- » Supporting Scholars
- » Supporting Immigration and Refugee Organizations



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### AUDIENCES FOR THE NMAP

THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE will fully reflect who “We the People” are. As the museum tells the stories of every ethnic, nationality and minority group that came to this land and nation, we expect our audiences to see their reflection as they walk through the museum’s story.

The museum’s potential audience is vast, *every American!* They will flock to the museum to see how their story is told and to learn the stories of all the other groups. The museum has the potential to become a national pilgrimage destination.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

US CONSTITUTION

Foreign visitors would also incorporate a visit to this museum to better understand this unique nation. They'll learn the stories about all of those who emigrated here and how they contributed to our story.

Like the Holocaust Museum, which has welcomed more than 100 heads of state and more than 3,500 foreign officials from 132 countries, the NMAP also has the potential to become an official stop for visiting dignitaries.

The story told by the museum could be incorporated into the core curricula of schools throughout the nation and would pave the way for school groups to visit the museum on their annual trips to Washington, DC. A visit to the museum would be compelling for these students. As any visitor to Washington knows, the streets of the city are jammed with school buses from March through early June and again in the fall. Visiting school groups are ubiquitous throughout the nation's capital during these periods as are family groups throughout the summer.

A 2015 count of visitors to the Smithsonian Institution's many museums found that 23 million visited. A 2005 survey found that 10 percent came from foreign countries and two-thirds lived outside of the Washington metropolitan area.



Among the most visited museums in Washington in 2015 were the National Air and Space Museum—7 million annually; National Museum of Natural History—7 million; National Gallery of Art—6 million; National Museum of American History—4 million; and U.S. Holocaust Memorial Museum—1 million.

Annual visitorship to the NMAP is expected to be in the 3-5 million range. Full capacity will depend on the space available for the museum. Even the lower number would make it one of the most visited museums in the nation. Additional millions could experience the museum through its educational and curriculum materials, traveling exhibitions and web site.

The American audience will include those whose ancestors, or who themselves, came here during these four periods of the museum’s stories:

- I First Peoples Come: 20,000 years ago (est.) to 1607
- II The Nation Takes Form: 1607 to 1820
- III The Great In-Gathering: 1820 to 1924
- IV And Still They Come: 1924 to present

## THE NMAP WILL TELL EVERY GROUP’S STORY

While the NMAP will focus on all of the largest groups in the nation, the NMAP will tell the story of *every* ethnic, nationality and minority group. The museum’s audience will include the ten largest groups in the 2020 Census (in millions):

1. Black/African American	46.9
2. English American	46.6
3. German American	45.0
4. Irish American	38.6
5. Mexican American	35.9
6. Italian American	16.8
7. Polish American	8.6
8. Scottish American	8.4
9. French American	8.0
10. American Indian/Alaskan Native and other Indian	8.0

Groups with US populations in the 2-6 million range include:

- ✦ Scots-Irish Americans
- ✦ Dutch Americans
- ✦ Puerto Ricans
- ✦ Norwegian Americans
- ✦ Swedish Americans
- ✦ Chinese Americans
- ✦ Jewish Americans\*
- ✦ Russian Americans
- ✦ Asian Indian Americans
- ✦ West Indian Americans (non-Hispanic)
- ✦ Filipino Americans
- ✦ French Canadian Americans

Other large groups with more than 1 million include:

- ✦ Welsh Americans
- ✦ Cuban Americans
- ✦ Salvadoran Americans
- ✦ Arab Americans
- ✦ Vietnamese Americans
- ✦ Czech Americans
- ✦ Hungarian Americans
- ✦ Portuguese Americans
- ✦ Korean Americans
- ✦ Danish Americans
- ✦ Dominican Americans
- ✦ Greek Americans

Together, these groups constitute more than 95 percent of the current US population. But there are dozens of other nationalities whose stories will be included in the museum's permanent exhibition, and highlighted by special exhibitions in the years and decades ahead.

One other key audience are residents living within a few hour commute to the museum, especially those in the greater Washington-Baltimore region. The museum expects multiple visits from people in this area as they accompany out-of-town visitors to the museum and to take in special exhibitions and programs at the museum.

As positive word-of-mouth spreads, visitors will want to come and make special trips from around the country and around the world to visit the museum.

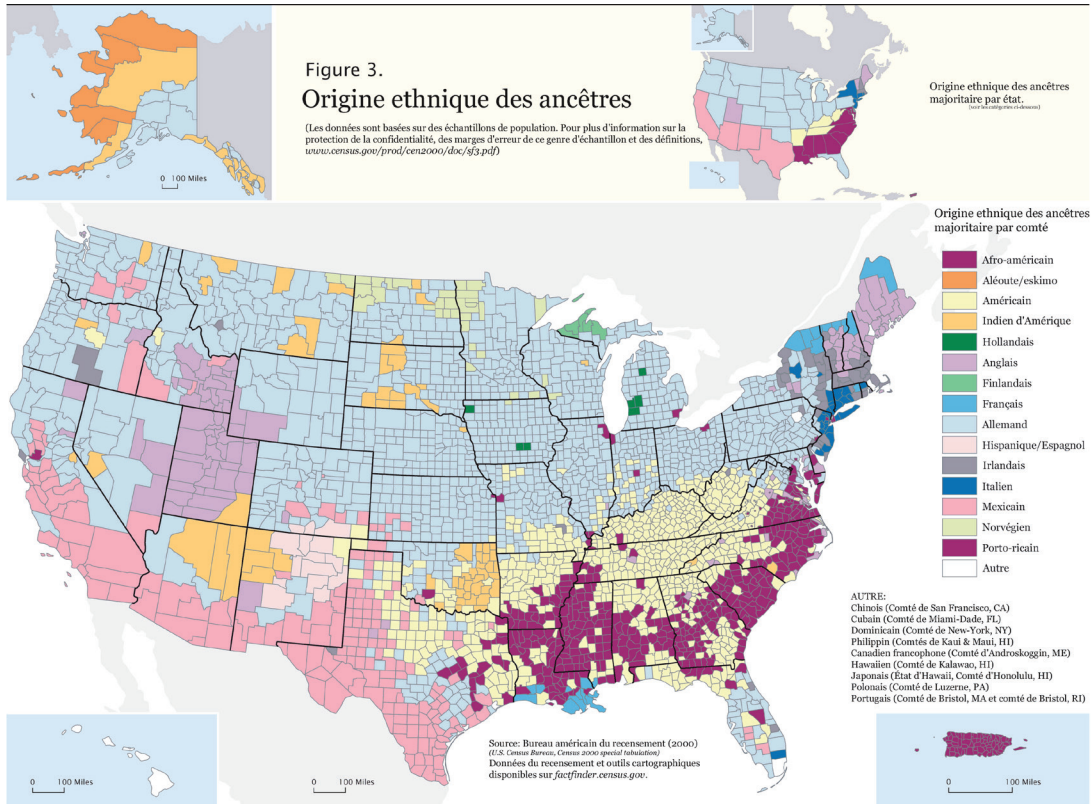
We anticipate that one of the museum's biggest challenges will be dealing with the overwhelming demand to visit the museum.

The maps on the next page just hint at the diversity of the United States. All of these Americans will want to come to the NMAP to see their groups stories.

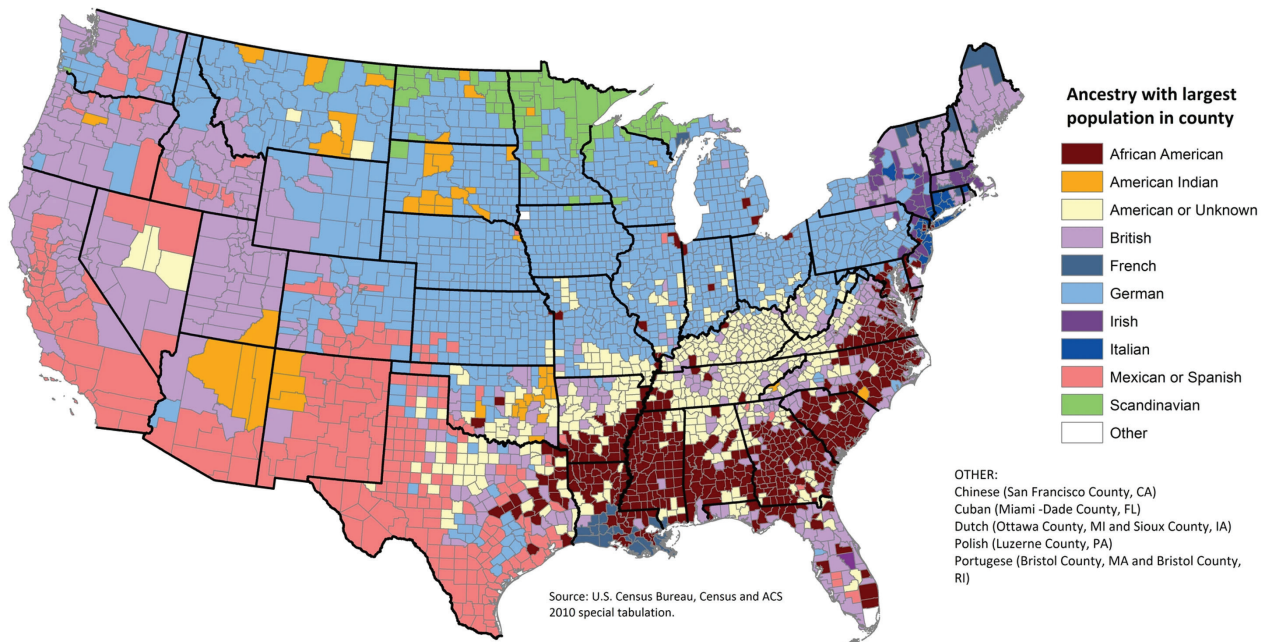
\* *Non-census source*

# STATE AND COUNTY ETHNIC/MINORITY CENSUS MAPS

## 2000 CENSUS



## 2010 CENSUS



# STAKEHOLDERS OF THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE

The National Museum of the American People will have a wide range of stakeholders, entities with a special interest or special relationship with the museum. These entities are both in and out of government. Stakeholders also include Americans from every ethnic, nationality and minority group in the nation no matter when or how they or their ancestors became Americans.

Besides the American public, special community stakeholders will include all museum visitors, students, educators, scholars, Congress, the White House, museum donors and foreign visitors.

Here are some of the government and other entities who will be NMAP stakeholders:

## GOVERNMENT ENTITIES

The White House

US Congress

Interior Department

- ✦ National Park Service
- ✦ Bureau of Indian Affairs

Department of Homeland Security

- ✦ US Custom and Border Protection
- ✦ US Citizenship and Immigration Service
- ✦ US Immigration and Customs Enforcement

Defense Department

- ✦ West Point Military Academy
- ✦ Air Force Academy
- ✦ Naval Academy
- ✦ Department of the Army
- ✦ Department of the Navy
- ✦ Department of the Air Force

Smithsonian Institution

- ✦ National Museum of African American History and Culture
- ✦ National Museum of the American Indian
- ✦ National Museum of the American Latino
- ✦ National Museum of American History





- ✦ National Museum of Natural History
- ✦ Smithsonian American Women's History Museum
- ✦ Smithsonian Asian Pacific American Center
- ✦ Center for Folklife and Cultural Heritage

National Endowment for the Humanities

Department of Education

Institute of Museum and Library Service

State Department

- ✦ Education and Cultural Affairs
- ✦ International Information Programs
- ✦ Population, Refugees and Migration
- ✦ Chief of Protocol

Census Bureau

Washington, DC city government entities

#### **SPECIAL ENTITIES**

Ethnic, nationality and minority organizations

Immigration, refugee and migration organizations

US history, ethnic and minority museum community

International museum community

Civil and human rights organizations

Foreign countries

US cultural entities

Selected libraries and archives

Selected university departments

Social research organizations

History organizations

Anthropology organizations

Archeology organizations

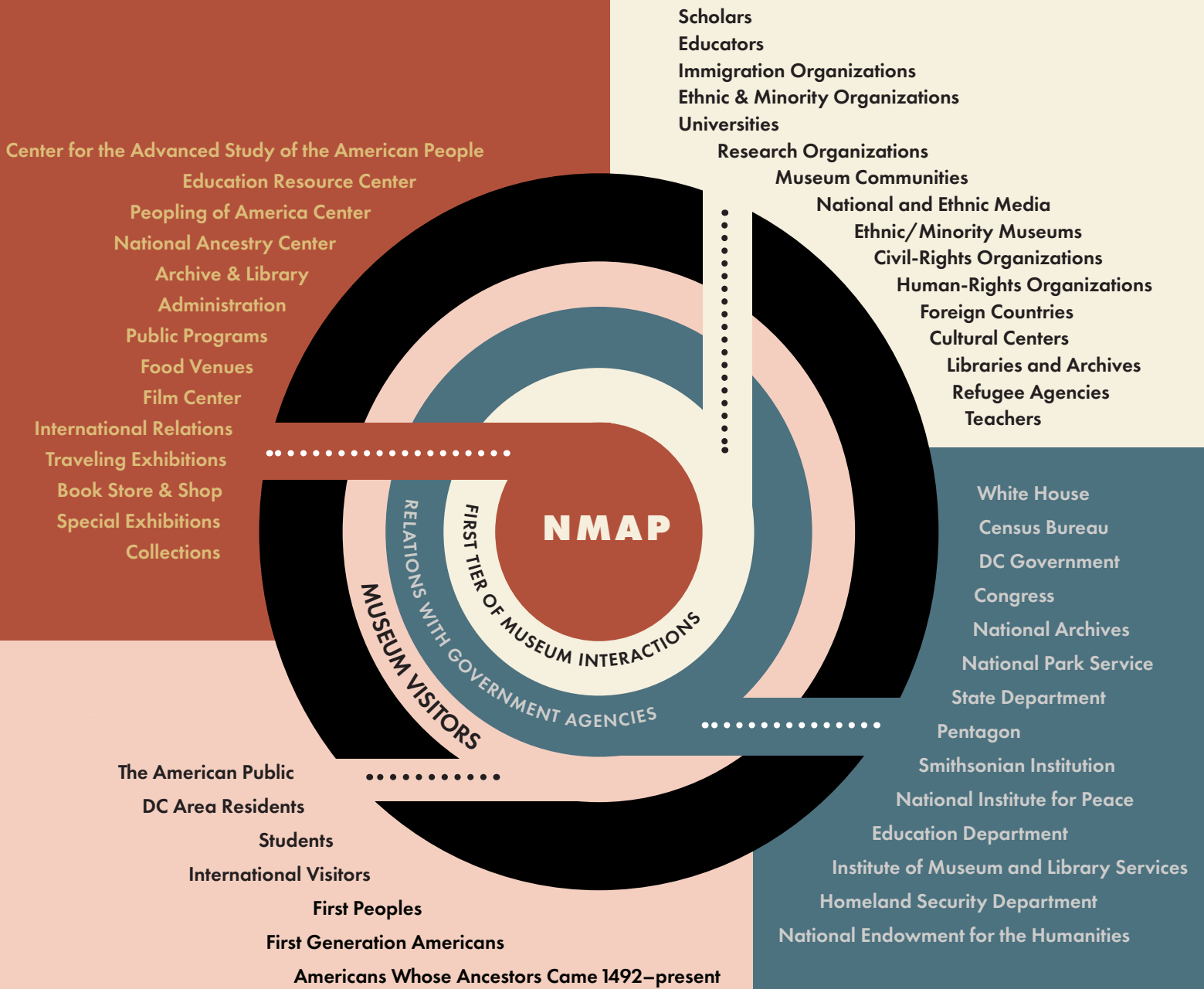
Civics organizations

Education and scholarly organizations

Religious organizations

National and local media

# NMAP ECOLOGY



# ORGANIZATIONS SUPPORTING NATIONAL MUSEUM OF THE AMERICAN PEOPLE

The following organizations have signed on in support of establishing the National Museum of the American People telling their stories starting in 2008:

## FIRST PEOPLES

### AMERICAN INDIAN

Alliance of Colonial Era Tribes  
American Indian Center  
Americans for Indian Opportunity  
Keepers of the Sacred Tradition of Pipemakers  
Massachusetts Center for Native American Awareness, Inc.  
Michigan Indian Elders Association  
Minnesota Indian Affairs Council  
National American Indian Housing Council  
National Congress of American Indians  
National Indian Education Association  
Rosebud Sioux Tribe  
Society of American Indian Government Employees  
St. Croix Tribal Government Center  
United South and Eastern Tribes, Inc.  
United Urban Indian Council, Inc.

### NATIVE HAWAIIAN

Council for Native Hawaiian Advancement  
Hawai'i Maoli  
Native Hawaiian Legal Defense and Education Fund  
Native Hawaiian Organizations Association

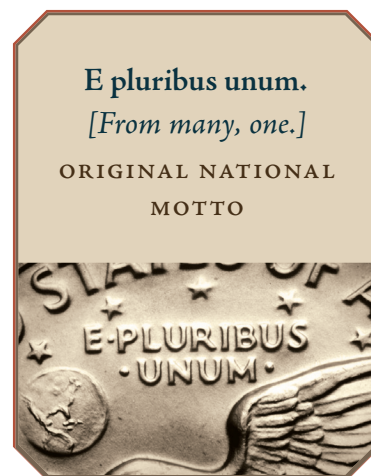
## EUROPEAN AMERICANS

### ALBANIAN AMERICAN

Albanian American National Organization  
Albanian American Women's Organization  
Massachusetts Albanian American Society  
National Albanian American Council

### ARMENIAN AMERICAN

Armenian-American Cultural Association, Inc.  
Armenian General Benevolent Union  
Armenian National Committee of America



Armenian Network of America  
National Association for Armenian Studies  
and Research

#### **BALTIC AMERICAN**

Baltic American Freedom League  
Joint Baltic American National  
Committee, Inc.

#### **BASQUE AMERICAN**

Basque Global Collaborative at Boise  
State University  
North American Basque Organi-  
zations, Inc.

#### **BELARUSIAN AMERICAN**

Belarusian-American Association, Inc.

#### **BOSNIAN AMERICAN**

Advisory Council for Bosnia  
& Herzegovina

#### **BULGARIAN AMERICAN**

Bulgarian American Business Center  
Bulgarian-American Society  
Bulgarian Studies Association

#### **CARPATHO-RUSYN AMERICAN**

The Carpathian Connection  
Carpatho-Rusyn Consortium of  
North America  
Carpatho-Rusyn Society  
Rusin Association

#### **CZECH AMERICAN**

American Friends of the Czech Republic

#### **CZECH AND SLOVAK AMERICAN**

Czech and Slovak Sokol Minnesota

#### **DANISH AMERICAN**

Danish American Society

#### **DUTCH AMERICAN**

The Holland Society of New York  
The Netherland-America Foundation, Inc.  
The Netherland Club of New York

#### **EARLY EUROPEAN AMERICAN**

Jamestowne Society  
Society of the Daughters of the Ameri-  
can Revolution  
Winthrop Society

#### **ENGLISH AMERICAN**

English-Speaking Union of the  
United States  
St. George's Society of New York

#### **ESTONIAN AMERICAN**

Estonian American National Council

#### **FINNISH AMERICAN**

Finlandia Foundation National  
Finnish American Chamber of Com-  
merce Midwest  
Finnish American Society of the Midwest

#### **FRENCH AMERICAN**

Franco-American Women's Institute  
French-American Foundation

### **GEORGIAN AMERICAN**

The Georgian Association in the USA, Inc.

### **GERMAN AMERICAN**

DANK Haus German American  
Cultural Center

Gauverband Nordamerika

German-American Citizens League of  
Greater Cincinnati

German-American Club Gesangverein

German-American League of Los Angeles

German American National  
Congress (DANK)

Germanic-American Institute

Hermann Monument Society

Steuben Society of America

### **GREEK AMERICAN**

American Hellenic Educational  
Progressive Association

American Hellenic Institute Foundation

ENOSIS: The Federation of Hellenic  
American Organizations of Illinois  
Greek Heritage Society of Southern  
California

Modern Greek Program Ohio  
State University

### **HUNGARIAN AMERICAN**

American Hungarian Federation

Hungarian American Coalition

### **ICELANDIC AMERICAN**

Icelandic American Association  
of Minnesota

Icelandic National League  
of the United States  
Icelandic Roots

### **IRISH AMERICAN**

American Irish Historical Society

Ancient Order of Hibernians in  
America, Inc.

Delmarva Irish-American Club

Harp & Shamrock Society

Hudson Valley Irish Center and Fest

Irish American Home Society, Inc.

Irish American Unity Conference

Irish Literary and Historical Society

Irish National Caucus

Ladies Ancient Order of Hibernians

Shamrock Club of Wisconsin

United Irish Cultural Center

### **ITALIAN AMERICAN**

American Italian Cultural Center

Coccia Foundation

The Council of Presidents of Major  
Italian American Organizations

Italian American Studies Association

John D. Calandra Italian  
American Institute

National Council of Columbia Associations

National Italian American Bar Association

National Italian American Foundation

National Organization of Italian  
American Women

Order Sons of Italy in America

Sons of Italy Foundation

UNICO National

### **LATVIAN AMERICAN**

The American Latvian Association  
in the United States, Inc.

### **LITHUANIAN AMERICAN**

Lithuanian Alliance of America  
Lithuanian-American Community, Inc.  
Lithuanian American Council, Inc.

### **MACEDONIAN AMERICAN**

Macedonian Arts Council  
United Macedonian Diaspora

### **NORWEGIAN AMERICAN**

Norway-America Association  
Norwegian American Genealogical Center  
and Naeseth Library  
Norwegian-American Historical  
Association  
Norwegian Immigrant Association

### **POLISH AMERICAN**

The Kosciuszko Foundation  
National Polish-American Sports  
Hall of Fame  
Polish American Club of Columbus, Ohio  
Polish American Congress  
Polish American Council of Texas  
Polish American Engineers  
Association  
Polish American Historical  
Association  
Polish Cultural Foundation  
Polish Genealogical Society of America  
Polish Institute of Arts  
& Sciences of America

### **PORTUGUESE AMERICAN**

Luso-American Education  
Foundation  
Luso-American Financial  
National Organization of  
Portuguese Americans  
Portuguese American Cultural  
Society of Palm Beach County, Inc.  
Portuguese American Leadership Council  
of the United States  
Portuguese Beyond Borders  
Institute  
Portuguese Fraternal Society  
of America

### **RUSSIAN AMERICAN**

American Association of Russian Women  
Congress of Russian Americans  
Russian-American Chamber of Com-  
merce in the USA  
Russian American Cultural Center  
Russian American Cultural  
Heritage Center  
Russian Cultural Center "Our Texas"  
RussianDC.com

### **SCOTTISH AMERICAN**

American-Scottish Foundation  
American Scottish Gaelic  
Society (An Comunn  
Gaidhealach Ameireaganach)  
Chicago Scots  
Council of Scottish Clans & Associations  
Saint Andrew's Society of the  
Eastern Shore

Scottish American  
Athletic Association  
Scottish-American Military Society  
Scottish American Society  
Scottish American Society of  
South Florida  
Scottish Heritage USA

#### **SLOVAK AMERICAN**

Slovak American Society of  
Washington, DC

#### **SWEDISH AMERICAN**

American Swedish Institute  
Swedish-American Historical  
Society  
Swedish Colonial Society  
Swedish Council of America  
Vasa Order of America

#### **SWISS AMERICAN**

Swiss American Historical Society  
Swiss Society of New York

### **AFRICAN AMERICANS**

#### **AFRICAN AMERICAN**

A. Philip Randolph Institute  
Association for Black Culture Centers  
Blacks in Government, Inc.  
Center for Black Equity  
Jesse Owens Foundation

#### **TURKISH AMERICAN**

Assembly of Turkish American  
Associations  
Federation of Turkish American Asso-  
ciations, Inc.  
Turkish American National Steer-  
ing Committee  
Turkish Coalition of America

#### **UKRAINIAN AMERICAN**

Ukrainian Congress Committee of  
America, Inc.  
Ukrainian National Women's  
League of America

#### **WELSH AMERICAN**

The Chicago Tafia Welsh Society  
Great Plains Welsh Heritage Project  
Madog Center for Welsh Studies  
North American Wales Foundation  
St. David's Society of Youngstown, OH  
The Welsh-American Heritage Museum  
The Welsh Home  
The Welsh North American  
Association  
Welsh Society of Western New England

International Society of Black Latinos  
National Action Network, Inc.  
National Alliance of Black  
School Educators  
National Association for Equal  
Opportunity in Higher Education

National Association of Negro Business  
and Professional Women's Clubs, Inc.  
National Bankers Association  
National Black Caucus of State Legislators  
National Black Catholic Clergy Caucus  
National Congress of Black Women, Inc.  
National Council of Negro Women, Inc.  
National Organization of Black  
County Officials  
National Urban League  
Thurgood Marshall College Fund  
United African Organization

## **HISPANIC/LATINO AMERICANS**

### **CARIBBEAN AMERICAN**

Caribbean American Chamber of  
Commerce and Industry, Inc.

### **CUBAN AMERICAN**

Cuban American National Council, Inc.  
Cuban Cultural Center of New York

### **DOMINICAN AMERICAN**

Dominican American National Foundation  
Dominican American National Roundtable  
Dominico-American Society of Queens  
National Dominican American Council

### **HISPANIC AMERICAN**

American Association of Teachers of  
Spanish and Portuguese  
Hispanic Association of Colleges and  
Universities

### **LIBERIAN AMERICAN**

Liberian-American Community  
Organization  
of Southern California

### **NIGERIAN AMERICAN**

National Association of Nigerian Nurses in  
North America  
Nigerian American Professionals  
Association of Chicago

### **UGANDAN AMERICAN**

Ugandan American Association of DFW

Hispanic Elected Local Officials  
Hispanic Lawyers Association of Illinois  
Miami Hispanic Cultural Arts Center  
National Association of Hispanic  
Federal Executives  
National Hispanic Professional  
Organization of Houston  
Society of Hispanic Professional Engineers  
United States Hispanic  
Leadership Institute

### **LATINO AMERICAN**

Center for Latino Research  
International Society of Black Latinos  
Latin American Coalition  
Latino Community Association  
Latino Leadership Alliance of New Jersey



Latino Mental Health Association  
of New Jersey

National Latina/o  
Psychological Association

Sigma Lambda Gamma (Latina)

#### **MEXICAN AMERICAN**

American GI Forum of Colorado

Texas Association of Chicanos in  
Higher Education

U.S.-Mexico Chamber of Commerce

### **ASIAN AMERICANS**

#### **ASIAN PACIFIC AMERICAN**

Asian Pacific Islander Association of  
Colleges and Universities

Asian Pacific American Institute for  
Congressional Studies

Asian Pacific American Labor Alliance

Asian Women in Business

Conference on Asian Pacific

American Leadership

Leadership Education for Asian  
Pacifics, Inc.

National Asian Pacific American  
Women's Forum

National Asian Pacific Center for Aging

National Association of Asian American  
Professionals

OCA - Asian Pacific American Advocates

#### **PUERTO RICAN**

ASPIRA

National Puerto Rican  
Chamber of Commerce

#### **SALVADORAN AMERICAN**

Salvadoran American Leadership and  
Educational Fund

#### **CHINESE AMERICAN**

China Institute

Chinese American Citizens  
Alliance—National

Chinese Historical Society of America  
Committee of 100

Families with Children from China of  
Greater New York

Greater Chinatown Community  
Association (NYC)

#### **FILIPINO AMERICAN**

National Federation of Filipino American  
Associations

#### **HMONG AMERICAN**

Hmong American Partnership

Hmong National Development, Inc.

### **INDIAN AMERICAN**

The Association of Indians in America  
Indian American Coalition of Texas  
Indo-American Arts Council  
National Federation of Indian American  
Associations

### **JAPANESE AMERICAN**

442nd Regimental Combat Team  
Veterans Club  
Japanese American Citizens League  
Japanese American Living Legacy

### **KOREAN AMERICAN**

The Korea Society  
The Korean American Association of  
Rhode Island  
Korean American Coalition  
National Association of Korean Americans

### **LAOTIAN AMERICAN**

Laotian American National Alliance

## **MIDDLE EASTERN AND NORTH AFRICAN AMERICANS**

### **ARAB AMERICAN**

Arab American Institute  
Network of Arab-American Professionals

### **AZERBAIJANI AMERICAN**

Azerbaijan Society of America  
Azerbaijani-American Council

### **SIKH AMERICAN**

Sikh American Legal Defense and  
Education Fund  
The Sikh Coalition

### **SOUTH ASIAN AMERICAN**

South Asian Americans Leading Together

### **SOUTHEAST ASIAN AMERICAN**

Southeast Asia Resource Action Center

### **TAIWANESE AMERICAN**

Taiwanese American Citizens League  
Taiwanese Association of America

### **THAI AMERICAN**

Thai Alliance in America

### **VIETNAMESE AMERICAN**

Boat People SOS  
National Congress of  
Vietnamese Americans

### **IRANIAN AMERICAN**

National Iranian American Council

### **MOROCCAN AMERICAN**

American Moroccan Legal  
Empowerment Network

### **TUNISIAN AMERICAN**

Tunisian American Center

## **TURKISH AMERICAN**

Assembly of Turkish American  
Associations

Federation of Turkish American  
Associations, Inc.

Turkish American National  
Steering Committee

Turkish Coalition of America

## **MULTIPLE REGIONS**

### **CREOLE AMERICAN**

NSU Creole Heritage Center

Bend the Arc: A Jewish Partnership  
for Justice B'nai B'rith International

Cleveland Jewish News

### **JEWISH AMERICAN**

American Gathering of Jewish Holocaust  
Survivors and Their Descendants

American Jewish Committee

HIAS

Russian American  
Jewish Experience

## **SCHOLARS SUPPORTING THE NMAP**

As of April, 2023, 144 scholars from around the globe specializing in the migration and immigration of various peoples support the National Museum of the American People. They will provide the intellectual bedrock upon which this institution would be built.

The scholars represent a range of disciplines. The museum and the story it will tell about all of the peoples coming to this land will be scholarly-driven and ensure the highest standards of scholarship. Historians, anthropologists, archeologists, ethnologists, human geographers, sociologists, demographers, geneticists, linguists and others would help develop the story.

The story would build upon significant evidence-based historic and scientific views. As scientific and historic consensus changes, appropriate changes could be made in the museum. With force and clarity, the museum will examine the story of the making of the American People.

**For a list of scholars supporting the NMAP,  
go to the museum's website: [buildNMAP.com](https://buildnmap.com).**

## **IMMIGRATION AND REFUGEE ORGANIZATIONS SUPPORTING NMAP**

As of June 2023, 20 organizations that focus on immigration, migration and refugee issues support establishing the National Museum of the American People:

United States Conference of Catholic Bishops,  
Committee on Cultural Diversity in the Church  
Church World Service  
National Association of Evangelicals  
HIAS (Hebrew Immigrant Aid Society)  
Lutheran Immigration and Refugee Service  
Friends Committee on National Legislation  
National Council of Churches  
Council for Christian Colleges and Universities  
Catholic Legal Immigration Network, Inc.  
National Immigration Forum  
American Immigration Lawyers Association  
American Immigration Council  
International Rescue Committee  
U.S. Committee for Refugees and Immigrants  
New York Immigration Coalition  
Welcome.US  
America's Voice  
Ethiopian Community Development Council, Inc.  
Center for the Integration and Advancement of New Americans  
American Immigrant Society

# WHERE

# NATIONAL MUSEUM OF THE AMERICAN PEOPLE WILL BE LOCATED

# 4

- » NMAP Facility
- » Sites for NMAP in Washington, DC



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## NMAP FACILITY

THE MAGNITUDE OF the 20 millennia story of the making of the American People will require significant space and an accessible location near the heart of our nation's capital.

We reviewed available spaces designated by the National Capital Planning Commission, National Park Service and the US Committee on Fine Arts. A few of those sites would meet the needs of the National Museum of the American People and its essential components.

The NMAP will need space for a story-telling museum that can accommodate three million visitors a year to its permanent exhibition and memorial. It will also require sufficient space for special exhibitions, education and public programs, a scholarly research institute, a library and archive, a restau-



rant, book store and gift shop, a national ancestry center, as well as space for administration and security.

The central museum structure would be an architecturally world-class building. Office space could be incorporated into it or built or leased separately. Offsite warehouse space may be necessary to house the museum’s collections.

Final choices on a site will be made by the NMAP’s governing body with approval from government agencies designated with that responsibility and, finally, by Congress.

Soon after the National Museum of the American People is established by Congress and its governing body is formed, we will ask Congress to approve the site for the museum. The next steps will be to hire a museum exhibition designer and team them with one of the nation’s best historians and story-tellers. As they get to work on the permanent exhibition design, the NMAP will engage a world-class architect to design the museum building.

We anticipate that the museum director, architect, and exhibition director will collaborate closely so that the architecture reflects and accentuates the museum’s story, and that it is incorporated into the architecture. In the

case of the US Holocaust Museum, for example, the story-teller and exhibition designer worked so closely that they completed each other's sentences at presentations. Similarly, the architect and exhibition designer worked collaboratively so that accommodations in the architecture design were made to fit in special features requested by the permanent exhibition designer.

The architects of both the Holocaust and the African American museums accommodated a request by the museum designer to fit a train car into their permanent exhibitions. In both cases, the train cars were installed during construction and the rest of the museum was built around them. Collaboration on that level would be expected at the NMAP.

The museum's final design would have to go through an extensive review process, as do all proposed buildings in Washington's central core area on or near the National Mall. Legislation will be required to create an entity that would be charged with building the museum and raising all of the money to build it. It is estimated that it could cost approximately \$1 billion to plan and build the museum and establish its components. Costs, fundraising and budgets for the museum will be discussed in Chapter 5 of this report.

This section of *Bringing All Americans Together* features the facility requirements for the museum, possible sites, the preferred sites and architectural considerations.

## **FACILITY REQUIREMENTS**

A museum depicting the chronological history as vast as the making of the American People will require a very large space to accommodate more than three million visitors a year to its permanent exhibition. It will be one of the most visited museums in the nation.

Based on the size of other history and story-telling museums, the NMAP's permanent exhibition could require 250,000 square feet, and the whole building could be up to 800,000 square feet.

By comparison, the National Museum of African American History and Culture with two million visitors annually has 665,000 square feet including 105,000 square feet of exhibition space.

The National Museum of American History, with 2.8 million visitors annually, has 750,000 square feet, including 300,000 square feet of exhibition and public space. The National Museum of the American Indian has 441,000 square feet to serve its 1.8 million visitors annually.

The NMAP permanent exhibition, *The Making of the American People*, told in the four galleries outlined in Chapter 1 of this report, could cover 250,000 square feet as mentioned above. Each gallery would average about 30,000 square feet and the museum's memorial hall, in remembrance of all



of those who were the first in every American's family to come to this land and nation, could be another 20,000 square feet.

Public elements of the building could include a grand entrance, a hall depicting American accomplishments, temporary exhibition space, classrooms and other education spaces, both a large and a small auditorium for a variety of public programs, a restaurant and general dining area, a museum store, visitor service spaces, building services including security and janitorial, exhibit support, and space set aside for volunteers, docents and the senior museum leadership team.

Other elements, including a library, archives and offices for other components of the museum, could be incorporated into the museum building or accommodated in nearby office space. That space could be leased for staff engaged in work for various components of the museum, including the Institute for the Advanced Study of the American People and different elements of administration and curatorial work. We would speak with the Smithsonian about using its Suitland, MD warehouse facility for the NMAP's collections.

Outside of the museum, a park and sculpture garden, with dramatic art work along with water features reflecting themes of the museum, could be incorporated into the project. The proximity to the waterfront could also be used to extend the museum's exhibition reach to a pier where boats used for migration and immigration to the US, as well as boats used by natives to ply these waters, could be moored for visitors to explore. Elements of this



outdoor museum space could remain open in the evening to stimulate street life in the area.

The precise details of space requirements will be worked out when the museum exhibition designers, the museum administration and the architect are assembled under the NMAP Board of Regents. It could take two years or more for the exhibition and architectural designs to come together after the museum is established. Then, upon all required approvals, construction would begin.

## **NMAP SITES**

### **SITE CRITERIA**

We reviewed the reports that led to the Women's History, Latino and African American museums and focused on the many sites that they reviewed. The Smithsonian American Women's History Museum listed these site criteria:

**LIKELIHOOD OF CONGRESSIONAL SUPPORT:** Congressional support and legislative approval to develop the site.

**LOCATION/PROMINENCE:** Proximity to the National Mall, museums, and other public attractions.

**PROSPECTIVE FUNDING:** Ability of the site or building to attract and receive federal or private funding.

**VISITATION:** Ability to attract a high number of visitors via high pedestrian traffic areas.

**TRANSPORTATION ACCESS:** Site or building access via public transportation (Metrorail, bus) and public parking.

**CONSTRUCTION AFFORDABILITY:** Construction, demolition, relocation, and other related development costs.

**SPACE ALLOCATION:** Ability of the site or building to meet the recommended programmatic and space allocation needs.

**SIGNATURE ARCHITECTURE:** Site architecture is consistent with the museum's theme.

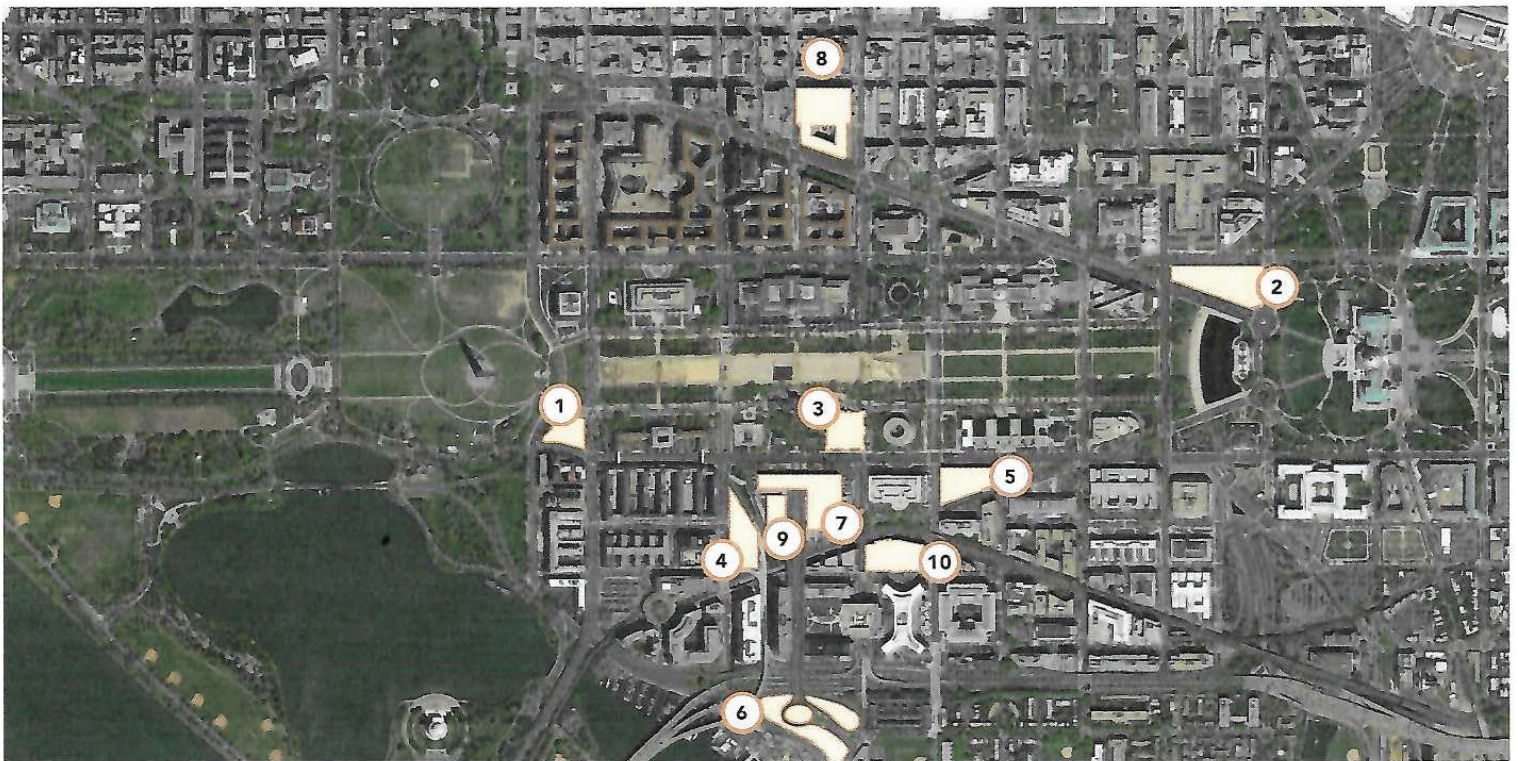
**FLEXIBILITY:** Ability to adapt to changes in museum space needs over time.

**SIZE:** Ability of site or building to accommodate initial and future development.

## 10 POSSIBLE SITES

The Smithsonian American Women's History Museum, the most recent museum project that has sent reports to Congress and the President, started with 25 sites and reduced that to 10. The African American Museum and the Latino Museum reports also looked at most of these top 10 sites. They include:

- 1 South Monument Site (14th St. & Independence Ave. SW, Northwest corner); 1.4 acres; National Park Service site.
- 2 Northwest US Capitol Site (1st St. & Pennsylvania Ave. NW, Northwest corner); 5.1 acres; Architect of the Capitol site.
- 3 Arts and Industries Building (National Mall next to Smithsonian Castle Building); 100,000 square feet; Smithsonian Institution site.
- 4 Cotton Annex Building/Site (12th St. between D St. & Independence Ave. SW); 11,300 square foot building on 2.9 acres; General Services Administration site.
- 5 Maryland Avenue Site (7th St. & Maryland Ave. SW, Northeast corner); 0.2 acres; GSA site.
- 6 Banneker Overlook Site (At the end of L'Enfant Plaza, SW); 4.7 acres; NPS site.
- 7 Department of Energy Forrestal Building/Site (Independence Ave. SW, spanning both sides of L'Enfant Plaza); 10.4 acres; GSA site.



- 8 FBI Hoover Building/Site (Pennsylvania Ave. & 9th St. NW, Northwest corner); 6.6 acres; GSA site.
- 9 DOE Forrestal Cafeteria Building/Site (L'Enfant Plaza SW, behind the Forrestal Building); 84,000 square feet; GSA site.
- 10 GSA Regional Office Building (7th & D St. SW, Northwest corner); 845,000 square foot building; GSA site.

## TWO PROPOSED SITES

Of possible sites, we eliminated those that had occupied buildings and no immediate plans to vacate those buildings. We also eliminated sites that we considered too small to meet the size requirements for the NMAP. That left us with two proposed best sites, the Hoover Building Site and the Banneker Overlook Site.

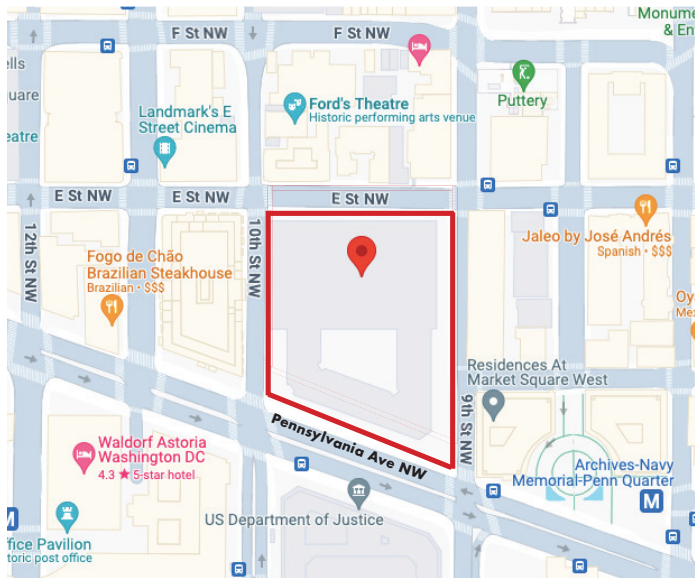
While some parts of Washington, DC are prone to flooding and growing flood risks, these two proposed NMAP sites are near, but above danger zones for 100 and 200 year flood level predictions. Building foundations and mechanical systems for the museum building will be built with flooding concerns in mind.

## SUMMARY SITE ANALYSIS OF THE J. EDGAR HOOVER BUILDING SITE

**LOCATION:** This site is bounded by 9th and 10th Streets to the east and west and by E Street and Pennsylvania Avenue NW on the north and south. The FBI is planning to vacate the Hoover Building in the coming years for another location in the Washington, DC area, although at this writing that plan is currently pending. The availability of this site is dependent upon the FBI moving out and the GSA razing the building. The site is between, and connects, the White House and the Capitol.

**SURROUNDING CONTEXT:** While this location is surrounded by office buildings on all four sides, one of those buildings is the Robert F. Kennedy Department of Justice Building. The site is also kitty-corner to the National Archives, home to the original Constitution of the United States and the Declaration of Independence, our nation's founding documents. Pennsylvania Avenue connects the White House and the Capitol and is considered one of the grand ceremonial thoroughfares of the world, and is used for the nation's quadrennial inauguration parades.

**PROXIMITY TO DC METRO:** The Federal Triangle stop, serving the Blue, Orange and Silver lines, is 2½ blocks away. The Archives-Navy Memorial-



*Proposed Museum Site (Hoover Building)*

Penn Quarter stop, serving the Green and Yellow lines, is one block away. The Gallery Place-Chinatown Metro station, on the Red line, is one block away.

**AVAILABILITY OF APPROPRIATE MUSEUM SPACE:** The Hoover site would provide sufficient space for the museum as well as office space for the museum’s components. It could accommodate one or two architecturally significant buildings as well as a park-like space for a sculpture garden with objects focused on themes of the museum. With these features, the NMAP would become a welcome interlude along Pennsylvania Avenue.

**JURISDICTION:** The General Services Administration is responsible for this site. With approval from Congress and the museum’s governing entity, the site would be transferred from GSA to the museum’s governing entity.

**ZONING:** This site is being considered for a museum.

**SITE ADVANTAGES**

- ✦ It is a prominent site in the midst of monumental Washington. Locating the museum here between the Capitol and the White House would be a reminder that the ultimate power in the nation is held by the people who every two, four and six years vote for their Representatives, President and Senators to make national decisions on their behalf.
- ✦ It would be a vacant site upon which an architecturally significant building could be constructed.
- ✦ It would be large enough to handle the millions of visitors who would come every year.
- ✦ It could be a place where Presidents and Congressional leaders could meet to iron out compromises on behalf of the people they represent.
- ✦ It is one block away from Constitution Avenue, home to five major national museums and a sculpture garden, stretching from 3rd Street to 15th Street.

- ✦ It is kitty-corner to the National Archives housing the Constitution, Declaration of Independence and other central founding documents of the nation. Visitorship to the Archives would be spurred by its new neighbor.
- ✦ There would be significant underground space to accommodate the needs of the museum and could serve as a secure storage location for museum collections.
- ✦ It would add new life to Pennsylvania Avenue.
- ✦ It is served by all of the DC Metro lines and a wide range of Metro busses and hop-on hop-off bus tours. School busses would be able to discharge student visitors alongside the museum.
- ✦ A grand entrance and park space on Pennsylvania Avenue will enliven that stretch of the most important avenue in the world.

#### **SITE CHALLENGES**

- ✦ At this writing, the FBI occupies the building. Once the FBI's move is approved by Congress, this disadvantage will end.
- ✦ The Hoover Building is extant on the site. Once GSA demolishes the building and clears the site, this disadvantage will also cease as an issue.
- ✦ GSA may want to lease this space for an office building to provide income for the government. With the high rate of office vacancies now and projected for years to come, that may not be a viable option.
- ✦ Congress would have to transfer ownership of the site from GSA to the governing body of the museum.

#### **SUMMARY SITE ANALYSIS OF BANNEKER OVERLOOK SITE**

**LOCATION:** The Banneker site is an eight-acre slope at the end of L'Enfant Plaza, an extension of 10th Street SW. The site is on a direct axis with the Smithsonian's Castle Building and reaches down to Maine Avenue and the Washington, DC waterfront along Washington Channel, an inlet of the Potomac River. It is adjacent to Interstate I-395.

**SURROUNDING CONTEXT:** The location has views across the river to Arlington National Cemetery, the Pentagon and National Airport in nearby Virginia and downriver scenes of Maryland. It also sits at the nexus of a major



*Banneker Overlook Site*

municipal effort that has invigorated the DC waterfront area and attracts visitors from the National Mall down to the waterfront.

The Southwest Waterfront project along Maine Avenue includes hotels, shops, restaurants, a music venue that can accommodate 6,000 people, a river walk and other amenities to attract visitors. The proximity to the waterfront could also be used to extend the museum’s exhibition reach to a pier where boats—actual and replicas—used for the migration and immigration to the US are moored for visitors to explore.

While the Arena Stage theater anchors Maine Avenue at one end, this museum would anchor the redesigned waterfront at the other end.

**PROXIMITY TO DC METRO:** The site is just a few blocks from an entrance to the L'Enfant Plaza Metro station, the only stop that serves five out of the six lines in the Metro system. There would be hop-on hop-off stops nearby and space for school bus parking.

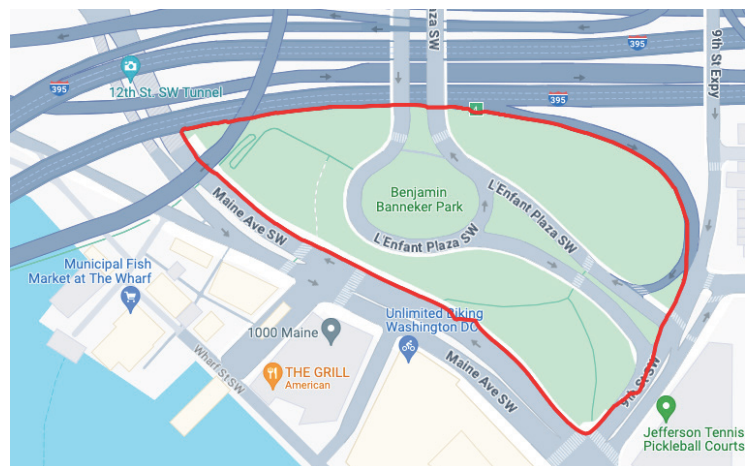
**AVAILABILITY OF APPROPRIATE MUSEUM SPACE:** The Banneker site would provide sufficient space for the museum's permanent and special exhibitions as well as space for museum components. It could accommodate an architecturally significant building and spaces for appropriate landscaping. There is sufficient available space for a park and sculpture garden with objects focused on themes of the museum.

**JURISDICTION:** Banneker Overlook is a National Park Service site. With approval from Congress and the museum's governing entity, the site would be transferred from NPS to the museum's governing entity.

**ZONING:** This site has been designated for a museum.

#### SITE ADVANTAGES

- ✦ It is a prominent site on the edge of monumental Washington. The museum located here would be in the midst of an area deemed the cultural center of the future of Washington.
- ✦ The large vacant site on a hillside along Maine Avenue across the street from the waterfront affords an opportunity for the design of an architecturally significant building along with an inviting landscape.
- ✦ It would be large enough to handle the millions of visitors who would come every year.
- ✦ There is a direct line-of-site to the Castle Building of the Smithsonian Institution down L'Enfant Plaza.
- ✦ The proximity to the waterfront could also be used to extend the museum's exhibition reach to a pier where boats, actual and replicas, used for the migration and immigration to the US, as



*Proposed Museum Site (Banneker Overlook)*

well as boats used by natives to ply these very waters, could be moored for visitors to explore.

- ✦ Across the street from the museum site is one of the prime destination areas of Washington, DC, the Southwest Waterfront development with hotels, shops, restaurants, the lively Washington fish market, a music venue accommodating 6,000 people, and a river walk along a marina with recreational piers over the Washington Channel.
- ✦ Along with Washington, DC's popular Arena Stage theater, the NMAP would add to the strong cultural attractions in this area of Washington, DC both day and night.
- ✦ The site is readily available and is designated by city planners as a site for a major museum.
- ✦ The museum's restaurant and gift shop along Maine Avenue could remain open after museum hours and would help stimulate nighttime street life.
- ✦ This site could facilitate landscaping including water features, sculptures and flora to enhance the beauty of the museum building as well as the entire property and neighborhood.
- ✦ The site is a two-minute walk from the popular International Spy Museum located on L'Enfant Plaza.

#### **SITE CHALLENGES**

- ✦ It is adjacent to a busy freeway, I 395. A lid over a stretch of the freeway at this location would provide space for a sculpture garden focused on themes of the museum in a park-like setting and help to connect these two sides of Washington.
- ✦ Not on the National Mall, it is three blocks from Independence Avenue along L'Enfant Plaza to the bridge over I-395 leading to the museum site. Planned renovations along L'Enfant Plaza with trees, kiosks and refreshment stands would ease that walk. The stretch could also house other museums and attractions and meet city planning goals of moving visitors off the Mall to other sites in Washington.
- ✦ The Forestall Building housing the Energy Department is built over L'Enfant Plaza on Independence Avenue partially blocking the view to the Smithsonian's iconic Castle Building. There are plans afoot by planning agencies to rectify that issue and open up that view to the north.



At the same time, the view in the other direction would open up to the new iconic National Museum of the American People.

- ✦ It could be more difficult to raise money for a site off of the National Mall. But this site, with a museum and cultural centers nearby and its large and growing popularity, can be seen as the right direction to attract visitors in the years and decades ahead. The museum's own popularity from word-of-mouth will be sufficient to attract maximum visitorship into the distant future.

#### **NMAP BOARD OF REGENTS RESPONSIBILITY IN SELECTING MUSEUM SITES**

In making final museum site designations, the NMAP Board of Regents would be required to take these factors into consideration:

- ✦ Estimates of the costs associated with each potential site;
- ✦ An assessment of the suitability of the space of each potential site, including size, proximity to other buildings and transportation, and other external environmental conditions, as appropriate;
- ✦ The recommendations of this report.

The Board of Regents would also be required to carry out its site selection responsibilities for the museum in consultation with the following:

- ✦ The chair of the National Capital Planning Commission;
- ✦ The director of the National Park Service;
- ✦ The chair of the National Capital Memorial Advisory Commission;
- ✦ The chair of the Commission of Fine Arts;
- ✦ The Architect of the Capitol;
- ✦ The chair and ranking member of each of the following committees:
  - ✦ In the House:
    - ✦ Committee on Appropriations
    - ✦ House Administration
    - ✦ Natural Resources
    - ✦ Transportation and Infrastructure

- ✦ In the Senate:
  - ✦ Committee on Appropriations
  - ✦ Energy and Natural Resources
  - ✦ Rules and Administration

## AN EXAMPLE OF A MUSEUM DESIGN AT THE BANNEKER OVERLOOK SITE

MTFA Architecture of Arlington, Virginia, on a pro bono basis, developed a vision of what the museum could look like at this site.

The four soaring structures arising from the grass covered roof of the central building in their design evoke several aspects of the proposed museum’s story: flags of nations over a landscape of waves, four books opening to reveal



chapters of the story of the making of the American People, or sails recalling vessels that brought so many to this land. The maritime aesthetic also relates to the nearby marina where an extension of the museum could berth sailing vessels of the type used to bring early European settlers, enslaved Africans and native peoples who plied these waters.

During the day, the textures of the concrete “flags” will constantly change with the movement of the sun’s shadows across the facade. At night, films or visuals could be projected onto these surfaces. The MTFA Architecture design calls for a state of the art green building that would serve as a model for the Southwest Ecodistrict.

MTFA Architecture is an award-winning firm that specializes in projects that shape our culture, build on commerce and positively shape people’s lives. They have a long history of projects that build consensus for planning and design involving mixed use, commercial, cultural and educational functions.

The final selection of an architect and site will be made by the museum’s governing board once it is created. The museum will work with federal agencies and Congress to obtain the best possible site.

# HOW AND WHEN THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE CAN BE ESTABLISHED

# 5

- » Cost and Funding
- » Draft Legislation
- » Public Affairs  
Implementation Plan



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## FUNDRAISING FOR THE NMAP

THIS CHAPTER WILL REVIEW the cost, funding and budgeting for the National Museum of the American People.

### THE COST

Given the size, scope and importance of this institution, the final cost figure is apt to be between \$1-2 billion. Using the \$2,000 per square foot figure for a museum provided in 2022 by the Congressional Research Service, the cost of building an 800,000 square foot building now would be about \$1.6 billion.



Projections of other museum proposals undertaken by Congressional and Presidential commissions, and reviewed by CRS, have generally been considerably different from the final costs even though, in some cases, the costs were measured down to the dollar.

For example, the projected cost to build the National Museum of African American History and Culture was \$360 million if it was completed in 2011. The museum opened in 2016 and cost \$616 million in 2021 dollars. The potential estimate to build it now would be \$802 million. The cost per square foot would go from about \$1,500 in original estimates to \$2,000 today.

The only way to come up with an accurate cost projection is to:

- ♦ select a site;
- ♦ pick an architect;
- ♦ provide the architect with the detailed needs of the museum building, its grounds and its programs;
- ♦ have the architect prepare a detailed design and put it out for bids with construction companies and other contractors;
- ♦ select an exhibition designer and have that person design the permanent exhibition; and
- ♦ send that design to exhibition fabricators for cost estimates.

Then you'll begin to have an idea of the total cost and how long it will take to build.

The cost will include the building and grounds, the final exhibition, the opening special exhibitions, opening events, the founding staff of the museum and all of its many components and programs.

## FUNDRAISING PLAN

There will be two phases to fundraising for the National Museum of the American People. The first phase will be to fund the planning and construction of the museum, as well as its initial exhibitions and varied programs. This phase will take 7-10 years from onset until the museum opens. The second phase will be to build a significant endowment to help fund the museum's operations starting when it opens.

Our model for fundraising is that of the US Holocaust Memorial Museum which raised all of the funds to plan and build the museum from private donations.

The initial goal of the NMAP will be to raise \$1.5-2 billion over its first 7-10 years while the museum is being established and its building and grounds are built. While that is a high goal for many museums, universities throughout the nation have established and reached multi-

We make a living  
by what we get, but  
we make a life by  
what we give.

WINSTON CHURCHILL

billion dollar fundraising goals on a regular basis. The US Holocaust Memorial Museum reached its \$1 billion goal in 2022 and is working to add on to it.

The NMAP plans to raise funds along the lines used by other major institutions engaged in multi-million and multi-billion dollar campaigns. We'll start with a funding goal pyramid which is deemed appropriate for the museum. Here's an example:

# OF DONORS	AMOUNT OF DONATION <i>(in Millions)</i>	TOTAL <i>(in Millions)</i>
1	\$100	\$100
4	50	200
10	20	200
50	10	500
80	5	400
200	1	200
200	.5	100
1000	.1	100
1 million	<.1 (avg \$200)	200
		<b>\$2 billion</b>

The NMAP plans to obtain funding and assistance from a variety of sources:

**FEDERAL**

We will ask Congress to transfer a prime piece of priceless federal land to the National Museum of the American People. The preferred locations are listed in Chapter 4 of this report. The two prime sites are the Hoover Building site controlled by the General Services Administration and the Banneker Overlook site controlled by the National Park Service. Having either one of those sites officially designated will greatly facilitate fundraising by making the museum more imminent.

The NMAP governing board would be a federal entity and we would ask for operating appropriations for it. As an example, the Holocaust Museum's governing body, the US Holocaust Memorial Council, has 68 members. Fifty-five are appointed by the President and an additional 10 members are appointed by Congress. There are three ex-officio members representing federal agencies.

The Holocaust Council and senior museum staff are supported by appropriations. The total for this would be in the range of \$2 million a year based on the experience of the USHMM. In the case of the NMAP, this investment

I have found that among its other benefits, giving liberates the soul of the giver.  
MAYA ANGELOU

will gain a multi-billion dollar institution not funded with federal appropriations which will have a priceless positive impact on the nation.

The NMAP's governing body will create two units, one to plan and build the museum and the other to raise all of the funds necessary to plan and build the museum. These two units would be supported by private donations.

Having said this, the National Museum of the American People will be very pleased to accept any federal dollars to help pay for the cost of planning and building it. Congress approved a 50-50 federal-private split to pay for the African American, Latino and Women's History museums.

### NON-FEDERAL

We will seek to have the legislation creating the NMAP allow gifts from foreign governments. A model for this is the Kennedy Center which was allowed to accept such gifts when it was built. As envisioned, a senior US diplomat, possibly a former secretary of state, could be recruited to obtain gifts from \$1 million to \$20 million, with a cap so that no single nation can contribute an inordinate amount.

The NMAP, telling about the origins of all Americans, can help improve US relationships with other nations. Heads of state from across the globe, particularly those from where Americans came, would be expected to participate in the museum's opening. For example, 17 heads of state attended the Holocaust Museum opening, mostly from Central and Eastern Europe. The NMAP would expect many more. Gifts from the donor nations' would be acknowledged in the museum on a prominent wall with the words: "A gift for the People of the United States from the People of (name of nation)."

The most significant fundraising element will be to seek seven-figure or higher gifts from selected individuals, foundations and corporations that have a special interest in their heritage, in civics education for all Americans and in strengthening our nation's social fabric. As the museum tells the story of all Americans, in other words, nearly every customer of most American corporations, associating with the NMAP can be expected to carry a positive impact with corporate customer bases. That will be an argument for strong corporate support.

Successful fundraising consulting firms will be asked to help guide the NMAP's fundraising unit as it accomplishes the goals laid out in the fundraising pyramid. The overall goal of the fundraising pyramid is to get 345 donors—nations, corporations, foundations and wealthy individuals—giving \$1 million and more.

**It is more rewarding  
to watch money  
change the world than  
to watch it accumulate.**

PETER HELLER

An early order of business will be to get key donors to make lead gifts. There are more American billionaires and millionaires than ever before and the NMAP will seek to tap into those sources.

With significant seven-figure gifts providing the solid financial base to begin planning and building the museum, the last element of the first phase is to engage in a broad national fundraising effort to obtain gifts from all Americans in any amount.

All money donated to the National Museum of the American People would essentially be gifts to the federal government, earmarked for the museum. They would therefore be tax deductible up to any limit under current tax law.

### **NAMING OPPORTUNITIES FOR MAJOR DONORS**

There will be a wide variety of naming opportunities for major donors in and around the National Museum of the American People. Final decisions, and a donor level for each, will be made by the museum's governing board. Here are some that could be considered:

- ✦ Sculpture garden associated with the NMAP
- ✦ Center for the Advanced Study of the American People
- ✦ Large NMAP theater
- ✦ NMAP film theater
- ✦ NMAP office building
- ✦ NMAP collections storage and research facility
- ✦ 4 NMAP classrooms
- ✦ Selected special exhibition halls
- ✦ Museum restaurant
- ✦ Film Center
- ✦ National Genealogy Ancestry Center
- ✦ National Genome Ancestry Center
- ✦ Education Resource Center
- ✦ Peopling of America Center
- ✦ Various NMAP education programs
- ✦ Various components of the Center for the Advanced Study of the American People
- ✦ Special programs and lecture series offered by the NMAP
- ✦ Other transition spaces in the building in conjunction with the architect

**The thrill of taking  
lasts a day. The thrill of  
giving lasts a lifetime.**

JOAN MARQUES

The museum itself, its permanent exhibition, its central atrium space and its memorial hall would not be available for naming.

## PERMANENT RECOGNITION FOR ALL MAJOR DONORS WHO REQUEST IT

Major wall spaces in the museum's entry area and/or its central atrium space would be reserved to recognize nations, individuals, foundations and corporations that make major gifts to the National Museum of the American People as determined by the museum's governing board.

## MARKETING AND PUBLIC RELATIONS

The fundraising campaign will be supported by significant marketing and public relations efforts answering these questions:

Is the case for creating the NMAP appealing?

Does the history of the American People touch them?

Is the site at a positive location?

How will the public-private partnership work?

Is there a strong governance and campaign leadership team?

Have strong lead-gift donors been identified?

Can strong corporate support be expected?

Will programming gain strong foundation support?

Can direct mail be significant?

How will federal support spur donor support?

No one has  
ever become poor  
from giving.

ANNE FRANK

## FUNDRAISING PRELUDE DECISIONS

In conjunction with the fundraising campaign, some organizational decisions were identified by the commission that led to the African American Museum:

**SITE IDENTIFIED** Establishes an identity and builds public confidence.

**NONPROFIT STATUS ESTABLISHED** Establishes the vehicle to seek and receive private-sector gifts, grants and sponsorships.

**AUTHORIZATION PROVIDED** Builds public confidence and establishes a pact with the people.

**APPROPRIATIONS PROVIDED TO GOVERNING ENTITY** Builds public confidence and establishes a source of funds for the units overseeing the fundraising, planning and construction of the museum.



**MUSEUM EXECUTIVE DIRECTOR AND SENIOR MANAGEMENT TEAM APPOINTED** Builds public confidence and provides coordination of fundraising with all other aspects of museum development.

**PROGRAM PLANNING COMPLETED** Builds public confidence and understanding of mission.

**ARCHITECTURAL DESIGN APPROVED** Builds public confidence, translates vision and mission into tangible possibilities, and leads to naming opportunities.

## OTHER FUNDING

Income from museum operations such as the book store, shops, restaurants, programs and facility rentals would be applied to cover operations.

There would also be significant ongoing fundraising efforts to fund special programming at the museum including seeking grants for some programs. There would be an ongoing membership program and other general fundraising efforts.

One significant source of income could eventually be from visitor fees, but the NMAP would plan to follow the lead of Smithsonian museums which are free for visitors.

We estimate that it will take about six months after the NMAP's governing body's first meeting for its fundraising and public relations staff to be operational. Board members will be asked to contribute \$1 million in total to get the fundraising apparatus running and, thereafter, it would be self-sustaining.

## THE CASE FOR SUPPORT OF THE NMAP

The case for the National Museum of the American People will be incorporated into all of its messages, solicitations, marketing, communications, direct mail appeals and reports to make these key points:

- ✦ The NMAP is the only national venue providing an organization for *all* Americans to learn about the history and cultures of their own groups and their contributions to every aspect of our national life.
- ✦ The NMAP is the only national venue responding to the constituencies of every racial and ethnic and minority group in the nation telling all of their stories as it helps unify the nation for whatever the future holds.

The secret to change  
is to focus all of  
your energy not on  
fighting the old, but on  
building the new.

SOCRATES

- ✦ The NMAP is the only national venue that can serve as an education healing space with a focus on our Constitution to promote reconciliation among all of our people.
- ✦ For these reasons and more, the time to establish the NMAP is now.

A man there was,  
and they called him  
mad; the more he gave,  
the more he had.

JOHN BUNYAN

### NMAP OPERATING BUDGET

Once the museum opens, it will have an annual operating budget. While it's challenging to predict what an annual operating budget for the National Museum of the American People would look like 7-10 years after the museum is established, I've included an example of what it could look like. Here's a copy of the US Holocaust Museum's Statement of Activities and Financial Position for FY 2022:

### USHMM STATEMENT OF ACTIVITIES for year ended Sept. 30, 2022

	PRIVATE FUNDS	FEDERAL FUNDS	TOTAL
<b>SUPPORT &amp; REVENUE</b>			
Federal appropriation revenue	\$ —	\$62,267,044	\$62,267,044
Contributions	69,099,295	—	69,099,295
Membership revenue	13,364,889	—	13,364,889
Stein Museum shop	1,042,005	—	1,042,005
Investment income, net	(59,955,617)	—	(59,955,617)
Imputed financing source	—	1,081,143	1,081,143
<b>Total support and revenues</b>	<b>\$23,550,572</b>	<b>\$63,348,187</b>	<b>\$86,898,759</b>
<b>EXPENSES</b>			
PROGRAM SERVICES			
Museum operations	\$5,837,649	\$29,888,931	\$35,726,580
Mandel Center for Advanced Holocaust Studies	6,054,614	2,820,312	8,874,926
Levine Institute for Holocaust Education	13,335,037	7,927,148	21,262,185
Rubenstein National Institute for Holocaust Documentation	7,369,387	11,389,581	18,758,968
Simon-Skjoldt Center for Prevention of Genocide	2,660,521	—	2,660,521
Education and outreach	8,181,637	892,205	9,073,842
Stein Museum Shop	1,553,004	—	1,553,004
Other outreach programs	4,753,177	2,265,822	7,018,999
<b>Total program services</b>	<b>\$49,745,026</b>	<b>\$55,183,999</b>	<b>\$104,929,025</b>

	PRIVATE FUNDS	FEDERAL FUNDS	TOTAL
SUPPORTING SERVICES			
Management and general	\$10,540,860	\$7,819,237	\$18,360,097
Membership development	6,863,222	—	6,863,222
Fundraising	12,382,738	—	12,382,738
<b>Total supporting services</b>	<b>\$29,786,820</b>	<b>\$7,819,237</b>	<b>\$37,606,057</b>
<b>Total expenses</b>	<b>\$79,531,846</b>	<b>\$63,003,236</b>	<b>\$142,535,082</b>
Non-operating activity			
Change in value of interest rate swap	647,928	—	647,928
<b>Change in net assets</b>	<b>\$(55,333,346)</b>	<b>\$344,951</b>	<b>\$(54,988,395)</b>
Net assets (beginning of year)	\$740,441,420	\$11,408,840	\$751,850,260
Net assets (end of year)	\$685,108,074	\$11,753,791	\$696,861,865

### **USHMM STATEMENT OF FINANCIAL POSITION** **as of Sept. 30, 2022**

	PRIVATE FUNDS	FEDERAL FUNDS	TOTAL
<b>ASSETS</b>			
Cash and fund balance with Treasury	\$15,536,928	\$43,185,080	\$58,722,008
Short-term investments	153	—	153
Contributions receivable, net	60,321,258	—	60,321,258
Other assets	1,929,313	—	1,929,313
Interest rate swap	117,514	—	117,514
Long-term investments	585,258,196	—	585,258,196
Property and equipment, net	81,795,002	14,052,708	95,847,710
<b>Total assets</b>	<b>\$744,958,364</b>	<b>\$57,237,788</b>	<b>\$802,196,152</b>
<b>LIABILITIES</b>			
Accounts payable and accrued expenses	\$8,704,572	\$5,826,293	\$14,530,865
Charitable gift annuity liability	18,575,162	—	18,575,162
Unexpended appropriations	—	39,657,704	39,657,704
Term loan	32,570,556	—	32,570,556
<b>Total liabilities</b>	<b>\$59,850,290</b>	<b>\$45,483,997</b>	<b>\$105,334,287</b>
<b>NET ASSETS</b>			
Without donor restrictions	\$173,289,157	\$11,753,791	\$185,042,948
With donor restrictions	511,818,917	—	511,818,917
<b>Total net assets</b>	<b>\$685,108,074</b>	<b>\$11,753,791</b>	<b>\$696,861,865</b>
<b>Total liabilities and net assets</b>	<b>\$744,958,364</b>	<b>\$57,237,788</b>	<b>\$802,196,152</b>

### Fundraising Summary

The household wealth of the American People now stands in the neighborhood of \$147 trillion. We believe that telling the story about the making of the American People will captivate the interest of the American People enabling the NMAP to raise the funds necessary to create this institution. Here's what the American People will get and its value:

<u>THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE WILL:</u>	<u>VALUE</u>
Breathe new life into the words " <i>We the People</i> ."	Priceless
Bring all Americans together in one place.	Priceless
Give new meaning to <i>E Pluribus Unum</i> , from many, one.	Priceless
Be a memorial to all of our ancestors who first came here.	Priceless
Pass on our basic national values to our descendants.	Priceless
Stimulate civics nationwide.	Priceless



## **DRAFT LEGISLATION TO ESTABLISH NATIONAL MUSEUM OF THE AMERICAN PEOPLE**

The following draft legislation incorporates the findings of this report:

118TH CONGRESS  
2ND SESSION

**S./H.** \_\_\_\_\_

To establish the National Museum of the American People to tell the story about the making of the American People, focus on the central role of the Constitution of the United States to preserve our democracy, and for other purposes.

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IN THE SENATE/HOUSE OF THE UNITED STATES

\_\_\_\_\_, 2024

\_\_\_\_\_ introduced the following bill; which was read twice and referred to the Committee on \_\_\_\_\_.

## **AN ACT**

To establish the National Museum of the American People to tell the story about the making of the American People, focus on the central role of the Constitution of the United States in our nation, to preserve our democracy, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

## SECTION 1. SHORT TITLE.

This Act may be cited as the “National Museum of the American People Act of 2025”.

## SEC. 2. FINDINGS.

Congress finds the following:

(1) Our Nation is struggling with adherence to its fundamental precepts of democracy established in the Constitution of the United States.

(2) Our Nation continues to struggle with acceptance of immigrant communities and individuals having diverse ancestry despite the Nation’s own diverse ancestry history and the major contributions of immigrants to our country.

(3) Our Nation recognizes its imperfections yet continues to strive to uphold the principles, aspirations, and ideals based on its founding documents upon which our Nation was founded and built.

(4) Our Nation is searching for unity and a National Museum of the American People can serve as a vehicle to bring all Americans together to help heal our Nation’s divisive wounds.

(5) A National Museum of the American People would tell the full story about the making of the American People from wherever they came: Europe, Asia and the Pacific Islands, Oceania, the Middle East, Africa, and the Americas, including the First Peoples.

(6) There is no national museum in Washington, DC, that—

(A) tells the story of all of the people of the United States; or

(B) presents a chronological history of indigenous peoples, colonization, immigration, and migration to and within the United States.

(7) A National Museum of the American People would—

(A) depict the history of all groups of people who came to the United States and the contributions of those people to the United States;

(B) embody the spirit of “E Pluribus Unum”, the original motto of the United States;

(C) embrace all ethnicities, nationalities and minorities within the United States;

(D) foster a sense of belonging by all Americans;

(E) contribute to a common national identity as people of the United States;

(F) recognize the continued importance of immigrants to our Nation's success;

(G) highlight the role of the Declaration of Independence, the Constitution, and the Bill of Rights, the founding documents of the United States;

(H) explore the ways in which those documents shaped the character of the people of the United States and infused Americans with common values, and a dedication to a democratic form of government;

(I) provide resources for State, local, and ethnic museums throughout the United States that celebrate the heritage of the people of the United States; and

(J) include the stories of, and provide the benefits to, all people of the United States.

(8) People from every ethnic group in the United States would visit a National Museum of the American People to learn their own history and the history of every other ethnic group in the United States.

(9) Leaders and visitors from every country would visit a National Museum of the American People to learn about the American People.

(10) The goal of a National Museum of the American People would be to—

(A) be the best storytelling museum in the world;

(B) recount one of the most amazing stories in human history;

(C) honor all of the people who have become people of the United States;

(D) embrace that our Nation celebrates justice, equal opportunity, and respect for the human dignity of all;

(E) educate every American about the migration and immigration stories that contributed to the successes and advancement of our Nation; and

(F) foster learning about the American people at the Museum and throughout the Nation.

(11) Upon the date of enactment of this Act, non-Federal sources will be sought to support funding for the National Museum of the American People.

(12) Non-Federal sources are anticipated to provide funding to design and build the National Museum of the American People, its exhibitions, and its components.

(13) Two hundred and ninety organizations representing 75 different ethnic, nationality, minority, and genealogical groups support the establishment of a museum to tell their stories about becoming Americans in our Nation's capital.

### SEC. 3. DEFINITIONS.

In this Act:

(1) Board of Regents.—The term “Board of Regents” means the Board of Regents of the National Museum of the American People.

(2) Museum.—The term “Museum” means the National Museum of the American People established by Section 4.

(3) Director.—The term “Director” means the Director of the National Museum of the American People.

### SEC. 4. ESTABLISHMENT OF MUSEUM.

(1) Establishment.—There is established a museum to be known as the “National Museum of the American People”.

(2) Purpose.—The purpose of the Museum shall be to provide for—

(A) the creation and maintenance of both permanent and special exhibitions, scholarship, education programs, collections and other programs relating to the making of the American People that encompasses these time periods:

(i) First Peoples Come: 20,000+ years ago (est.) – 1607;

(ii) The Nation Takes Form: 1607 – 1820;

(iii) The Great In-Gathering: 1820 – 1924;

(iv) And Still They Come: 1924 – Present;

(B) the formation of a memorial to all people who migrated or immigrated to this land and Nation;

(C) a Center for the Advanced Study of the Making of the American People incorporating:

(i) An archive and library;

(ii) Public programs for the museum;

(iii) A National ancestry center;



(iv) An education resource center; and

(v) A Peopling of America center;

(D) the collection and study of artifacts and documents relating to the making of the American People including their immigration and migration to this land and Nation;

(E) the study of a federal holiday, American People Day, to celebrate and commemorate all of those who first came to this land and Nation;

(F) collaboration between the Museum and other State and local ethnic, nationality and minority museums, institutions and organizations to promote the study of the making of the American People concerning –

(i) development of cooperative programs and exhibitions;

(ii) identification, management, and care of collections; and

(iii) training of museum professionals.

## SEC. 5. ESTABLISHMENT OF THE BOARD OF REGENTS

(1) The President shall establish a bipartisan Board of Regents to govern the Museum.

(2) The Board of Regents shall consist of sixty voting members appointed (except as otherwise provided in this section) by the President and the following six ex officio non-voting members:

(A) one appointed by the Secretary of the Interior;

(B) one appointed by the Secretary of State;

(C) one appointed by the Secretary of Homeland Security;

(D) one appointed by the Secretary of Education;

(E) one appointed by the Director of the Census Bureau; and

(F) one appointed by the Secretary of the Smithsonian Institution.

(3) Of the sixty voting members, three shall be appointed by the Speaker of the United States House of Representatives and two by the Minority Leader from among members of the United States House of Representatives. Five shall be appointed by the President Pro Tempore of the United States Senate upon the recommendation of the majority and minority leaders from among members of the United States Senate. Any vacancy in the Board of Regents shall be filled in the same manner as the original appointment was made.

(4) The members of the Board of Regents, as in effect immediately before the date of the enactment of this Act, are hereby designated as the initial members of the Board. Such initial members (other than the initial members appointed from the United States Senate or the United States House of Representatives) shall serve terms as follows:

(A) all initial members shall serve five-year terms ending on the last day of the month in which they were appointed.

(B) the terms of ten of such initial members, as designated in the bylaws of the Board, shall terminate after five years, ten after six years, ten after seven years, ten after nine years and ten after ten years.

(C) except as provided for above with respect to the initial members of the Board and except as otherwise provided in this subsection, Board members shall serve for five-year terms.

(5) The terms of the initial members appointed from the United States Senate or the United States House of Representatives shall expire upon the expiration of the term of Congress in session at the time of the enactment of this Act.

(6) Any member appointed to fill a vacancy occurring before the expiration of the term for which his predecessor was appointed shall be appointed only for the remainder of such term. A member other than a Member of Congress appointed by the Speaker of the United States House of Representatives or the President pro tempore of the United States Senate, may serve after the expiration of his term until his successor has taken office.

(7) The Chairperson and Vice Chairperson of the Board of Regents shall be appointed by the President from among the members of the Board and such Chairperson and Vice Chairperson shall each serve for terms of five years. Vacancies in the offices of Chairperson and Vice Chairperson shall be filled, as they arise, by appointment of the President.

(8) The Chairperson and Vice Chairperson of the National Museum of the American People's Board of Regents, as in effect immediately before the date of the enactment of this Act, are hereby designated respectively as the initial Chairperson and Vice Chairperson of the Board. Such initial Chairperson and Vice Chairperson shall serve a five year term.

(9) Members whose terms expire may be reappointed, and the Chairperson and Vice Chairperson may be reappointed to those offices.

(10) Qualifications for Board of Regents members could include a demonstrated commitment to the research, study, support or promotion of the American People as described in section 4 of this Act, together with—

(A) expertise in museum administration;

(B) expertise in fundraising or serving as a funder for nonprofit or cultural institutions;

(C) experience as a scholar focused on any aspect of the making of the American people from first peoples through today;

(D) experience in studying American art, life, history, and culture;

(E) experience in public or elected service;

(F) leadership of, or national representation for, ethnic or minority groups; or

(G) experience with museum public relations and instituting a new museum.

(H) experience in the study and promotion of the role of ethnic, racial, or cultural groups in American history.

## SEC. 6. BOARD OF REGENTS PAY

(1) Except as provided in Sec 5 (2), members of the Board of Regents are each authorized to be paid the daily equivalent of the maximum annual rate of basic pay in effect for grade GS-18 of the General Schedule for each day (including travel time) during which they are engaged in the actual performance of duties of the Board. While away from their homes or regular places of business in the performance of services for the Board, members of the Board shall be allowed travel expenses, including per diem in lieu of subsistence, in the same manner as persons employed intermittently in Government service are allowed expenses under section 5703 of title 5 of the United States Code.

(2) Members of the Board who are full-time officers or employees of the United States or Members of the Congress shall receive no additional pay by reason of their service on the Board.

## SEC. 7. BOARD RESPONSIBILITIES AND DUTIES

(1) The Board of Regents shall adopt bylaws to carry out its functions under this Act. One-third of the members of the Board shall constitute a quorum, and any vacancy in the Board shall not affect its powers to function.

(2) The Board may obtain the services of experts and consultants in accordance with the provisions of section 3109 of title 5, United States Code, at rates not to exceed the daily equivalent of the maximum annual rate of basic pay in effect for grade GS-18 of the General Schedule.

(3) The Board may, in accordance with applicable law, enter into contracts and other arrangements with public agencies and with private organizations and persons and may make such payments as may be necessary to carry out its functions under this Act.

(4) The Secretary of the Smithsonian Institution, the Library of Congress, and all executive branch departments, agencies, and establishments of the United States may assist the Board in the performance of its functions under this Act.

(5) The Secretary of the Interior may provide administrative services and support to the Board on a reimbursable basis.

(6) In general, the Board of Regents shall –

(A) approve the planning, design, and construction of the Museum;

(B) approve matters relating to the administration, operation, maintenance, and preservation of the Museum;

(C) approve annual operating budgets for the Museum; and

(D) report annually to Congress on the acquisition, disposition, and display of objects relating to the making of the American People, their life, art, history, and culture.

## SEC. 8. MUSEUM DIRECTOR

(1) The Board of Regents shall, without regard to section 5311(b) of title 5, United States Code, have a Museum Director who shall be appointed by the President upon the recommendation of the Chairperson and a majority of the Board and who shall be paid at a rate not to exceed the maximum rate of basic pay payable for GS-18 of the General Schedule.

(2) Without regard to section 5311(b) of title 5, United States Code, the Museum Director may appoint and fix the pay of such additional personnel as he considers appropriate. The Museum Director and staff of the Board shall be appointed subject to the provisions of title 5, United States Code, governing appointments in the competitive service, and shall be paid in accordance with the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

## SEC. 9. MUSEUM BUILDING

(1) For purposes of establishing the National Museum of the American People referred to in Sec.4 of this Act, any department, agency, or instrumentality of the United States is authorized to transfer to the administrative jurisdiction of the Board of Regents, with the approval of the Secretary of the Interior in consultation with the Commission of Fine Arts and the National Capital Planning Commission, any real property in the District of Columbia under the administrative jurisdiction of such department, agency, or instrumentality and which is deemed suitable by the Board of Regents for such Museum. With the approval of the Secretary of the Interior, in consultation with the Commission of Fine Arts and the National Capital Planning Commission, the Board may purchase, with the consent of the

owner thereof, any real property within the District of Columbia which it deems suitable for purposes of establishing such Museum.

(2) The architectural design for such Museum shall be subject to the approval of the Secretary of the Interior, in consultation with the Commission of Fine Arts and the National Capital Planning Commission.

(3) The authority conferred pursuant to this Act for the construction of the Museum shall lapse on the date five years after the date of the enactment of this Act unless the erection or establishment of such memorial is commenced within such five year period, and prior to the commencement, the Secretary of the Interior certifies that funds are available in an amount sufficient, in the judgment of the Secretary, to ensure completion of the Museum.

## **SEC. 10. FUNDS TO BUILD THE MUSEUM**

The Board of Regents may solicit, accept, hold, administer, and use gifts, bequests, and devises of property, both real and personal, to aid or facilitate the construction, maintenance, and operation of the Museum. Property may be accepted pursuant to this section, and the property and the proceeds thereof used as nearly as possible in accordance with the terms of the gift, bequest, or devise donating such property. For the purposes of Federal income, estate, and gift taxes, property accepted under this section shall be considered as a gift, bequest, or devise to the United States.

## **SEC. 11. FUNDS FROM FOREIGN GOVERNMENTS**

The Board of Regents may solicit, accept, hold, administer, and use gifts from foreign governments, up to a cap of \$20,000,000 per foreign nation, to aid or facilitate the construction, maintenance, and operation of the Museum in consultation with the Department of State and the Department of the Treasury.

## **Sec. 12. GRANT AND SCHOLARSHIP PROGRAMS**

(1) In consultation with the Board of Regents and the Museum Director, the Director of the Institute of Museum and Library Services shall establish—

(A) a grant program with the purpose of improving operations, care of collections, and development of professional management at state and local ethnic and minority museums;

(B) a grant program with the purpose of providing internship and fellowship opportunities at ethnic and minority museums; and

(C) a scholarship program with the purpose of assisting individuals who are pursuing careers at ethnic or minority museums about the making of the American People, including humanities, sciences, life, art, history, and culture

(2) Authorization of appropriations.—There are authorized to be appropriated to the Director of the Institute of Museum and Library Services to carry out this subsection—

(A) \$15,000,000 for fiscal year 2026; and

(B) such sums as are necessary for each fiscal year thereafter.

## SEC. 12. CONSIDERATION OF RECOMMENDATIONS IN REPORT TO PRESIDENT AND CONGRESS.

In carrying out their duties under this Act, the Board of Regents shall take into consideration the reports and plans of this document, *Bringing All Americans Together, National Museum of the American People: A Report to the President and Congress*.

## SEC. 13. AUTHORIZATION OF APPROPRIATIONS

(1) There is authorized to be appropriated to the Board of Regents to carry out the purposes of this Act –

(A) \$3,000,000 for the fiscal year 2025;

(B) such sums as are necessary for each fiscal year thereafter, provided, however, that notwithstanding any other provision of this Act, none of the funds authorized herein may be available for construction. Authority to enter into contracts and to make payments under this Act, using funds authorized to be appropriated under this section, shall be effective only to the extent, and in such amounts, as provided in advance in appropriation Acts.

(2) Availability.—Amounts made available under subsection (1)(A) of this section shall remain available until expended.

(3) Use of Funds for Fundraising.—Amounts appropriated pursuant to the authorization under this section may be used to conduct fundraising in support of the Museum from private sources.

## **PUBLIC AFFAIRS PLAN TO ESTABLISH NMAP**

There are three phases to the National Museum of the American People's public affairs plan.

The goal of Phase One is to establish the NMAP by an Act of Congress that creates its governing entity, charges that entity with planning and building the institution, and to raise all the money to plan and build the museum. A public relations effort will be focused on building broad public support and translating that into broad Congressional and White House support.

Phase Two will build deep national support from all the museum's stakeholders outlined in Chapter 2 of this report while the museum is being planned and built over some 5-6 years and to support the fundraising to raise all of the funds required for the museum.

Phase Three will be the NMAP's ongoing efforts after opening to build and enhance support as a major cultural institution for our nation's capital.

In all three phases the goal will be to make the general public, national opinion leaders and stakeholders aware of and supportive of the National Museum of the American People.

### **PHASE ONE**

We will engage our large body of supporters in a public push for Congress to create the NMAP. The goal is to have Congress pass, and the President sign, legislation to create the museum like that outlined in the previous segment of this report. We plan to build strong and growing support with primary stakeholders, obtain foundation and other financial support, and leverage that support into greater public and Congressional support.

We will bolster engagement among the more than 200 organizations who have already publicly supported the NMAP. Those organizations represent more than 75 American ethnic, nationality and minority groups who want their story told about becoming Americans in a national museum in Washington. We will also work at bolstering the support of scholars, mostly historians, whose work the museum will depend on to tell the story about the making of the American People.

At the same time, NMAP backers will also seek broad and deep support from the following stakeholders:

- ✦ Local and regional history, ethnic and minority museums

**Never doubt  
that a small group  
of thoughtful  
committed citizens  
can change the world:  
indeed, it's the only  
thing that ever has.**

MARGARET MEAD

- ✦ Embassies representing nations with close ties to American ethnic and minority groups
- ✦ Famous individuals who identify with their ethnic or minority heritage
- ✦ Foundations with an interest in American history, the humanities, civics education, immigration and refugees
- ✦ Immigration and refugee organizations
- ✦ National religious organizations
- ✦ The US Semiquincentennial Commission preparing our nation's celebration of the 250th Anniversary of the Declaration of Independence in 2026
- ✦ The Smithsonian Institution
- ✦ Civics education institutions
- ✦ History organizations
- ✦ Major US cultural institutions
- ✦ District of Columbia
- ✦ Ethnic and minority members of the House and Senate
- ✦ Bipartisan leaders of ethnic and minority Congressional caucuses
- ✦ Candidates for House and Senate seats
- ✦ Key federal agencies including the Census Bureau, Institute of Museum and Library Services, US Citizenship and Immigration Service, National Park Service
- ✦ The White House

We will simultaneously be gathering even more support from ethnic and minority organizations and from the general public. We plan to use both social media and traditional news media to mark the growing progress of our effort. Special efforts will also be made to gain attention in ethnic, minority and political media.



## PHASE TWO

This phase covers the period from when the National Museum of the American People is created by an Act of Congress to its opening, a period that could last 5-6 years. The first step will be to build on and intensify the NMAP's relationships with all of the stakeholders listed above as it creates the incredible institution described in these pages.

Startup staffing, selection of a central site for the museum in Washington, DC, and the beginning of detailed planning to build the institution will be the initial steps and goals of this phase. Significant fundraising will also begin immediately after the governing entity is created. The NMAP will work closely with key Congressional committees overseeing its work, and will establish close relationships with all federal agencies that touch on the NMAP's interests.

Soon thereafter the capital campaign will begin in earnest. A competitive effort will begin with the NMAP's Board of Regents searching for a lead historian to bring the museum's story together. Then, a world-class architect will be commissioned to design a building on the site selected. Next will come a leading museum exhibition designer to translate the story into a dramatic pathway where museum visitors will absorb the unique story about the making of the American People.

An annual memorial day dedicated to all of the ancestors who first came to America could begin the first year after the legislation passes, and could include a national ceremony with the President and bipartisan leaders of Congress.

Within two years ground could be broken. From there it will take about five years to construct the museum, its exhibitions, and all of the museum's components. As the museum gains steam, it would ramp up its efforts to inform the general public about progress and plans. Examples could include inserting the NMAP on future editions of maps of Washington, DC, adding signs in Washington Metro stations closest to the museum, placing it on the list of stops for tour buses, and listing events, even before it opens, in local media.

The museum opening will be a major national event spreading out over several days. It could feature leaders from throughout the world with major events at such sites as the Capitol, White House, Kennedy Center, Arlington National Cemetery, the National Cathedral, and major museums in Washington and around the nation.

The museum will continue to use social media and work with ethnic, minority and national media throughout this period to keep the public informed about this new institution telling their stories.

### PHASE THREE

The National Museum of the American People will remain proactive in maintaining interest with the goal of keeping demand to visit the museum as high as possible.

The museum will continue to maintain close relationships with Congress, the White House, the Smithsonian Institution and all of its many stakeholders, funders, educators, and, most importantly, the American People.

### A POSSIBLE TIMELINE FOR NMAP



## **YOU CAN HELP ESTABLISH THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE**

### **MEMBERS OF CONGRESS**

- ✦ Sign on as a cosponsor to the legislation to establish the NMAP.
- ✦ Urge relevant ethnic and minority caucuses to support NMAP.
- ✦ Let your constituents know that you support the NMAP telling their groups' stories.
- ✦ Vote for it in the House and Senate.

### **THE PRESIDENT**

- ✦ Advocate for the NMAP to bring all Americans together and enhance the values of our nation.
- ✦ Sign the NMAP bill.

### **LEADERS AND MEMBERS OF ETHNIC/NATIONALITY/MINORITY GROUPS**

- ✦ Sign on in support of the NMAP telling your group's story.
- ✦ Urge members of Congress to cosponsor the NMAP legislation.
- ✦ Urge leaders and members of Congressional caucuses associated with your group to support the NMAP.
- ✦ Inform members of your group about the NMAP and urge them to spread the word about it to each other and to the Hill and White House.
- ✦ Inform embassies that you work with about this project.

### **FOUNDATIONS THAT FOCUS ON THE AMERICAN PEOPLE, CIVICS EDUCATION, IMMIGRATION AND REFUGEE ISSUES, DIVERSITY, DEMOCRACY, HISTORY, CIVIL AND HUMAN RIGHTS, FREEDOM, LIBERTY, INTERNATIONAL RELATIONS, ETHNIC AND MINORITY GROUPS**

- ✦ Find out more about the NMAP and consider supporting it as one of your projects.

## **SOCIAL MEDIA INFLUENCERS**

- ✦ Spread the word.

## **MEDIA**

- ✦ Prepare features and other stories about the NMAP.

## **RELIGIOUS LEADERS**

- ✦ Let your flocks know that the NMAP will touch on all of your congregants and the many denominations and religions spread throughout the nation.

## **IMMIGRATION AND REFUGEE ORGANIZATION LEADERS**

- ✦ Urge Congress to support the NMAP. It will reinfuse our nation with the knowledge that we are mostly immigrants or refugees or the descendants of immigrants or refugees.

## **EDUCATORS**

- ✦ Inform your colleagues and students about this new institution as it will be a force in teach American civics and history by touching on their ancestors role in that history. The NMAP will be high on the list of places to visit on trips to Washington.

## **HISTORIANS AND OTHER SCHOLARS**

- ✦ The NMAP can be expected to popularize your fields of study and you will be called on to help tell the museum's story. In turn, please spread the word about the museum.

## **EVERYONE**

- ✦ Tell your friends and relatives about the museum telling your story and theirs.
- ✦ Ask your Congress Member and Senators to cosponsor the National Museum of the American People legislation.

# COALITION FOR THE NATIONAL MUSEUM OF THE AMERICAN PEOPLE

**T**HE Coalition consists of ethnic, nationality and minority organizations supporting establishment of the National Museum of the American People. More than 250 organizations, representing nearly 75 different ethnic, nationality and minority groups, have already signed on supporting the NMAP.

Sam Eskenazi is the founding director of the Coalition begun in 2009. He started this project after a career with the federal government including eight years serving as the director of public information of the United States Holocaust Memorial Museum starting six years before it opened.

His first federal job was as the first director of public affairs for the Institute of Museum Services, now the Institute of Museum and Library services. He also served at the US Commission on Civil Rights, two Treasury Department agencies, and in the US Army, including a year in Vietnam where he led a 75-man platoon.

## GENESIS OF THE NMAP

The genesis for the idea to build the NMAP occurred in 1998 when Sam walked by the Agriculture Department headquarters building on the National Mall. It is the only office building on the Mall. He asked himself, “If this were a museum, what kind could it be?”

It came to him on the spot: a museum that would tell the stories of all of the peoples coming to this land. And seconds later, the name: the National Museum of the American People. It is a testament to the need for the museum

that many people, when told about the proposal, were surprised that such a museum doesn't already exist.

In February, 2007, Sam began work on a formal proposal to build the museum. In March, he took the proposal to the Immigration and Ethnic History Society's annual meeting in Minneapolis, which is held in conjunction with the Organization of American Historians annual meeting. He spoke briefly and met with some historians about the proposal. Some of the scholars suggested changes for the history portion of the proposal. The overall response was encouraging.

At the beginning of 2009, Sam began to form a coalition of ethnic, minority and nationality groups to support the NMAP. The public launch by the museum's supporters was announced in early 2011, and later that year, Rep. Jim Moran introduced a bipartisan resolution in the House calling for a study commission. In the 113th Congress, his resolution, H. Con. Res. 27, had 48 bipartisan cosponsors.

The Coalition has kept expanding over the years and in 2023-24 it developed this report to the President and Congress calling for establishment of the National Museum of the American People.

# ACKNOWLEDGMENTS

Three reports that led to creation of other national museums:

*The Time Has Come: Report to the President and to the Congress – National Museum of African American History and Culture Plan for Action Presidential Commission* (2003)

*To Illuminate the American Story for All: National Museum of the American Latino Commission – A Report to the President and Congress* (2011)

*Congressional Commission Report to the President and Congress on an American Museum of Women’s History* (2016)

*Preserving Memory: The Struggle to Create America’s Holocaust Museum* by Edward T. Linenthal (1995)

National Museum of African American History and Culture

US Holocaust Memorial Museum

Smithsonian Institution

National Park Service

National Capital Planning Commission

For their encouragement, guidance, critique, and their editing, legislative, scholarly and design contributions:

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Lizzy Ratner

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Ihsan Taylor

Julian Taylor

Becca Zerkin

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# SOME PRESIDENTS ON THE MAKING OF THE AMERICAN PEOPLE

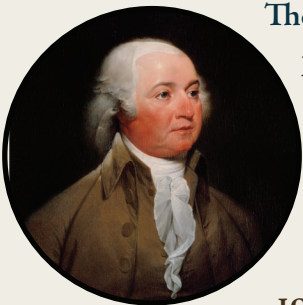


I had always hoped that this land might become a safe and agreeable asylum to the virtuous and persecuted part of mankind, to whatever nation they might belong.

The bosom of America is open to receive not only the Opulent and respectable Stranger, but the oppressed and persecuted of all Nations and Religions; whom we shall welcome to a participation of all our rights and privileges, if by decency and propriety of conduct they appear to merit the enjoyment.

GEORGE WASHINGTON

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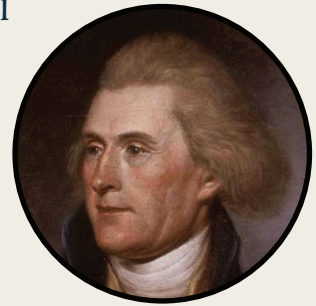


The way to secure liberty is to place it in the people's hands, that is, to give them the power at all times to defend it in the legislature and in the courts of justice.

JOHN ADAMS

---

Shall we refuse to the unhappy fugitives from distress that hospitality which the [natives] of the wilderness extended to our fathers arriving in this land? Shall oppressed humanity find no asylum on this globe? . . . might not the general character and capabilities of a citizen be safely communicated to everyone manifesting a bona fide purpose of embarking his life and fortunes permanently with us.



THOMAS JEFFERSON

---

America was indebted to immigration for her settlement and prosperity. That part of America which had encouraged them most had advanced most rapidly in population, agriculture and the arts.



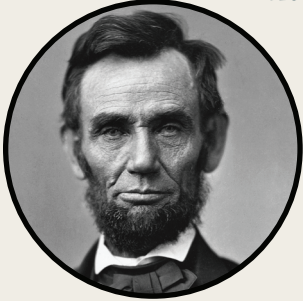
JAMES MADISON

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America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves.

This nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.



A house divided against itself cannot stand. I believe this government cannot endure permanently half-slave and half-free.

I do not expect the Union to be dissolved – I do not expect the house to fall – but I do expect it will cease to be divided. It will become all one thing or all the other.

ABRAHAM LINCOLN

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It is said that the quality of recent immigration is undesirable. The time is quite within recent memory when the same thing was said of immigrants who, with their descendants, are now numbered among our best citizens.

GROVER CLEVELAND

---

Fellow immigrants . . . Remember, remember always that all of us, and you and I especially, are descended from immigrants and revolutionists.”

(Address to Daughters of the American Revolution)

FRANKLIN DELANO ROOSEVELT

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Everywhere immigrants have enriched and strengthened the fabric of American life.

JOHN F. KENNEDY

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The land flourished because it was fed from so many sources— because it was nourished by so many cultures and traditions and peoples.

LYNDON B. JOHNSON

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We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.

JIMMY CARTER

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Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protect, and handed on for them to do the same.

Quoting from a letter he received: "You can go to live in France, but you can't become a Frenchman. You can go to live in

Germany or Italy, but you can't become a German, an Italian. ... But anyone, from any corner of the world, can come to live in the United States and become an American.



If we closed the door to new Americans, our leadership in the world would soon be lost.

**RONALD REAGAN**

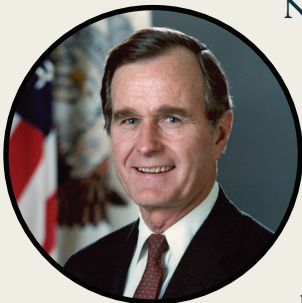
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Nearly all Americans have ancestors who braved the oceans – liberty-loving risk takers in search of an ideal – the largest voluntary migrations in recorded history. ... Immigration is not just a link to America's

past; it's also a bridge to America's future.

**GEORGE H.W. BUSH**

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More than any other nation on Earth, America has constantly drawn strength and spirit from wave after wave of immigrants.

In each generation, they have proved to be the most restless, the most adventurous, the most innovative, the most industrious of people. Bearing different memories, honoring different heritages, they have strengthened our economy, enriched our culture, renewed our promise of freedom and opportunity for all...

**BILL CLINTON**

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It says something about our country that people around the world are willing to leave their homes and leave their families and risk everything to come to America. Their talent and hard work and love of freedom have helped make

America the leader of the world. And our generation will ensure that America remains a beacon of liberty and the most hope-filled society this world has ever known.

New Americans are not to be feared as strangers. They are to be welcomed as neighbors.

**GEORGE W. BUSH**

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What makes someone American isn't just blood or birth, but allegiance to our founding principles and faith in the idea that anyone—from anywhere—can write the next chapter of our story.

This is our moment. This is our time — to ... , reaffirm that fundamental truth — that out of many, we are one ... ,

For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus, and non-believers. We are shaped by every language and culture, drawn from every end of this Earth; ... ,



There's not a black America and white America and Latino America and Asian America; there's the United States of America.

**BARACK OBAMA**

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The greatest museum in the nation  
that doesn't exist . . . yet!