This talk is based on work with the Content Clips system, looking at ways to combine resources from different collections into educational presentations and activities. I’m going to highlight 3 examples.
Blue Poison Arrow Frog

First example. You could search the *Content Clips Collection* for a single image, but such a granular object has limited educational value.
By combining it with just one more clip, you can start to make connections between them.
Combine clips to create meaning and context

For example, you could use **Content Clips** to assemble a class activity to compare and contrast them.
This Venn diagram might lead to a discussion about why both of these amphibians are highly toxic if eaten and why.
More objects --- more possible connections. And perhaps even a sequence . . .

Mixing science and literature, here’s one option you might recognize . . .
Witches Brew Sequence

Line spoken by witch in Shakespeare's *Macbeth*:
"Double, double toil and trouble; Fire burn and cauldron bubble."

I used this as part of an activity with some teachers at a conference that fell on Halloween.

*Eye of newt, and toe of frog, wool of bat and tongue of dog,*

*Adder's fork and blind-worm's sting, lizard's leg and howlet's wing.*
Example 2 is a test with a museum teaching kit from the Phillips Collection here in DC. It features the *Migration Series*, painted by Jacob Lawrence in the 1940s, about the migration of African Americans to the North, starting around World War I. We put some of the images online in the *Content Clips Collection* and we used metadata tags to block access by the general public.
The kit includes primary resources such as this photo of Jacob Lawrence at work on Panel 55. There are 60 panels in the series.
And what’s unique about this situation is that the Phillips Collection only owns the odd-numbered panels.
And the New York MOMA owns the even numbers, which are in their online collection. So a teacher could link to them by creating a personal clip.
And an online tool like *Content Clips* can bring together objects such as paintings or artifacts that are physically separated through what’s called *virtual repatriation*. 
My final example is from our *STEM Stories* project, which uses the *Content Clips* framework and brings together clips from many sources to introduce a variety of people and careers to students in Grades 4-8.
It includes some short biographies (profiles) of historical figures such as Rachel Carson . . .
Karen McComb

as well as living individuals, such as Karen McComb. She studies animal behavior and communication and sent us some photos of her at work in Africa with elephants and with cats, such as lions. She’s been interested in animals since she was a little girl.
Now she has a cat named Pepo, who got her interested in why cats purr, which led to her team’s discovery that some cats use a solicitation purr when they want to be fed. This purr has an embedded high-frequency sound that humans find annoying. You can compare it to a regular purr in graphs of sound wave or mp3 files that she sent.

So, by combining just a few resources, we’re adding much more context to the profile and building a more interesting story that we hope will appeal to kids.