

Learning to Look:

Building Community: Festivals, Rituals, Traditions, and Celebrations

2nd Grade Curriculum

**de Young **
\ Legion of Honor
fine arts museums
of san francisco

Get Smart with Art is made possible with support from the William K. Bowes, Jr. Foundation, Mr. Rod Burns and Mrs. Jill Burns, and Daphne and Stuart Wells.

WILLIAM K. BOWES, JR.
FOUNDATION

Written by Sheila Pressley, Director of Education, and Emily K. Doman Jennings, Research Assistant, with support from the Education Department of the Fine Arts Museums of San Francisco, © 2005. 1st – 3rd grade curriculum development by Gail Siegel. Design by Robin Weiss Design. Edited by Ann Karlstrom and Kay Schreiber.

Get Smart with Art @ the de Young

Teacher Advisory Committee

1st – 3rd Grade

Lita Blanc, George R. Moscone Elementary School
Becky Paulson, Daniel Webster Elementary School
Alison Gray, Lawton Alternative School
Kim Walker, Yick Wo Elementary School
May Lee, Alamo Elementary School
Nancy Yin, Lafayette Elementary School
Sabrina Ly, John Yehall Chin Elementary School
Seth Mulvey, Garfield Elementary School
Susan Glecker, Ponderosa School
Karen Tom, Treasure Island School
Beth Slater, Yick Wo Elementary School

4th Grade

Geraldine Frye, Ulloa Elementary School
Joelene Nation, Francis Scott Key Elementary School
Mitra Safa, Sutro Elementary School
Julia King, John Muir Elementary School
Maria Woodworth, Alvarado Elementary School

5th Grade

Annie Wong, George Peabody Elementary School
Judith Rubinson, Sherman Elementary School
Libbie Schock, R.L. Stevenson Elementary School
Mildred Hale, Golden Gate

Renee Marcy, Creative Arts Charter School
Sylvia Morales, Daniel Webster Elementary School
Yvette Fagan, Dr. William L. Cobb Elementary School
Margaret Ames, Alamo Elementary School

6th Grade

Kay Corcoran, White Hill Middle School
Donna Kasprovicz, Portola Valley School
Patrick Galleguillos, Roosevelt Middle School
Steven Kirk, Francisco Middle School

7th Grade

Pamela Mooney, Claire Lilienthal Alternative School

Patrick Galleguillos, Roosevelt Middle School
Susan Ritter, Luther Burbank Middle School
Christina Wilder, Dr. Martin Luther King Jr. Middle School
Anthony Payne, Aptos Middle School
Van Sedrick Williams, Gloria R. Davis Middle School
Ellen Byrnes, Gloria R. Davis Middle School

8th Grade

Barbara Bonardi, Marina Middle School
William V. Coegh, Claire Lilienthal Alternative School
Elizabeth Medrano, A.P. Giannini Middle School
Susan Gold, Presidio Middle School

Steering Committee

Sally Ann Ryan, SFUSD Visual and Performing Arts Supervisor
Julia Marshall, Assistant Professor, Art Education, San Francisco State University
Donna Leary, University of California, Berkeley History-Social Science Project

Intern Support

Ashlie Gaos
Andrea Martin
Chloe Portugeis
Amanda Reiterman
Kelly Williams

Get Smart with Art @ the de Young

Get Smart with Art is an interdisciplinary curriculum package that uses art objects as primary documents, sparking investigations into the diverse cultures represented by the collections at the Fine Arts Museums of San Francisco. Using works of art as the foundation of every lesson, each guide is designed to increase visual literacy, historical knowledge, and expository writing skills. In an effort to reduce the burden of teacher preparation time, historical texts are written at the reading level of the intended student audience.

The enclosed materials may be used in preparation for a museum visit or over the course of the school year. *Get Smart with Art* differs from previous curriculum series in that it is a “living” curriculum which the Education Department seeks to revise through teacher and student feedback. As part of the preliminary assessment of this project, we are conducting pre and post student interviews. If you would like to participate in this process or have any questions regarding the curriculum, please do not hesitate to contact the Education Department.

Get Smart with Art curricula is available in the following subject areas:

1st-3rd	Learning to Look at Art
4th	California History: Native American Culture and Westward Expansion
5th	American History: Colonial – Revolution
6th	Ancient Western Civilizations
7th	The Art of Africa and Mesoamerica
8th	American History: Revolution – Reconstruction
9th-12th	Site in Sight

To order these materials, please call 415. 750. 3522 or email ejennings@famsf.org.

Get Smart with Art @ the de Young Second Grade Curriculum

OBJECTIVES

The curriculum for Second Grade has a threefold purpose:

- To introduce young students to the de Young Museum and its collection
- To develop Visual Thinking Strategies and critical thinking skills
- To thematically complement and enhance classroom work with the California Common Core State Standards.

IMAGES

Images chosen for Second Grade focus on the enriching aspects of “Building Community: Festivals, Rituals, Traditions and Celebrations”.

The selected images for second grade are:

- *Dinner for Threshers* by Grant Wood
- *Gable Mask* from a New Guinea ceremonial house façade
- *Cylindrical vessel depicting ruler with mirror* from the Late Classic Maya

GETTING STARTED

Second Grade curriculum is organized into four successive lessons to be completed prior to the students’ visit to the de Young. These lessons are structured to be taught over a three-week period prior to the museum trip. Additionally, there is a post-visit project that completes and compliments your museum experience. Lessons may be combined, adjusted, or extended as necessary for success in your classroom. Lessons include Visual Thinking Strategies (VTS), class discussions, writing, reading, artwork, and oral presentations.

LESSON ONE: Developing Visual Thinking Strategies

MATERIALS:

Image Posters

Chart paper for recording vocabulary/word lists

Pencils

Pens

Crayons

Mind Jog Journal cover page (appendix A)

Primary writing paper

Blank drawing paper

TIME: Approximately 45 -60 minutes

Part 1: Image Discussion

- Conduct a facilitated group discussion about the first image, *Dinner for Threshers*, using the Visual Thinking Strategies or VTS method (appendix B). Let your students know that they are going to sharpen their looking and thinking skills.

- **VTS focus questions are:**

What is going on in this picture?

What do you see that makes you say that?

What more can we find?

Remember to point, paraphrase, link and expand vocabulary, while remaining neutral.

- **VOCABULARY DEVELOPMENT:**

During or after the lesson, make sure to record the vocabulary that the students are using to describe the images and the supplementary vocabulary that the teacher uses in paraphrasing the students' comments. (Some teachers have found it useful to audiotape the VTS sessions so the vocabulary can be transcribed after the lesson.) This vocabulary will be used in later lessons. If you need some suggestions for grade level vocabulary development, please refer to your Social Studies textbook.

Part 2: Connecting Visual Literacy with sketching and written expression

- **Journal Assembly:**

1. After the lesson, distribute copies of the *Mind Jog Journal* cover page and six sheets of lined paper and six sheets of drawing paper.
2. Have students create their *Mind Jog Journals* by alternating the twelve pieces of paper, placing a piece of drawing paper over a piece of lined paper. The first page of the journal should be a piece of drawing paper and the last piece is lined.
3. Form a binding by stapling the top, middle, and bottom of the journal.

- **Sketching & Writing**

Following the VTS discussion and journal assembly time, ask students to illustrate and write about the image you studied, *Dinner for Threshers*, in their *Mind Jog Journals*. Ask your students to think about the parts of this painting and the elements of the scene. Then ask the class to compose a quick sketch of the image. After the drawing time, have students describe the image so that someone who has not seen the painting can recognize it from their descriptive/sensory detail sentences. You may find it helpful to model descriptive sentences on the board with the class prior to the writing exercise. Share the journals aloud.

LESSON TWO:

Follow steps in LESSON ONE, conducting the VTS discussion with your class focused on the *Gable Mask*. In students' *Mind Jog Journals*, have students sketch the mask and other images that come to mind when they think about the mask and what it might be used for. The writing prompt for this lesson is to write a story about what the mask might tell, answering the question "What are the possible stories behind the mask?" Again, model possible ideas for your students prior to writing. Share the journals aloud.

LESSON THREE:

Follow the steps in Lesson One, conducting the VTS discussion with your class focused on the *Polychrome Beaker*. In students' *Mind Jog Journals*, ask students to compose a quick sketch of the image. The writing prompt for this lesson is to write a dialogue between two of the depicted characters. What might the characters say to each other? List ideas and words to help students with pre-writing. Again, model possible ideas for your students prior to writing. Share the journals aloud.

LESSON FOUR:

Conduct a class discussion about the three images you have studied, focusing on the traditions and ceremonies portrayed by the images. Make a T-chart on the board or on a piece of chart paper. Continue the discussion by asking students to list with you (on the left side of the chart) the ceremonies, traditions, festivals, and rituals that they celebrate in their lives.

On the right side of the chart, list the images or symbols that come to mind when thinking of these events. Examples might be Chinese New Year's Festival: Dragon's Head Mask, Thanksgiving table: harvest fruits/vegetable display, Birthday celebration: decorated paper crown, etc. This brainstorming session and chart will serve as scaffolding for LESSON FIVE upon your return from the museum.

Prepare students for museum visit by reviewing expectations, plans and rules for the visit. Conclude by conducting a final class discussion to reflect on what students know and what students' wonder about the images they will see at the museum.

.....PACK UP THE JOURNALS AND PENCILS FOR USE AT THE MUSEUM*****

LESSON FIVE: POST MUSEUM VISIT

Upon returning from the museum, facilitate a class discussion during which students review the images they saw and remember from the de Young collection.

Tell your students that they are going to create a Classroom Museum Gallery displaying images that illustrate a festival, ceremony, or tradition that has personal significance. Review the ideas from the T-Chart you created prior to your visit.

- Have students create their image either by drawing or constructing it using found materials such as yarn, fabric, scraps of paper, etc.
- Have students write labels for their illustration describing the image as well as the tradition, ceremony or festival represented by the image.
- Display these images in the Classroom Museum Gallery. Ask each student to share their image and writing aloud.
- Invite another second grade class to visit your museum and have your students act as guides to their Gallery

Mind Jog Journal

Name: _____

**de Young **
\ Legion of Honor
fine arts museums
of san francisco

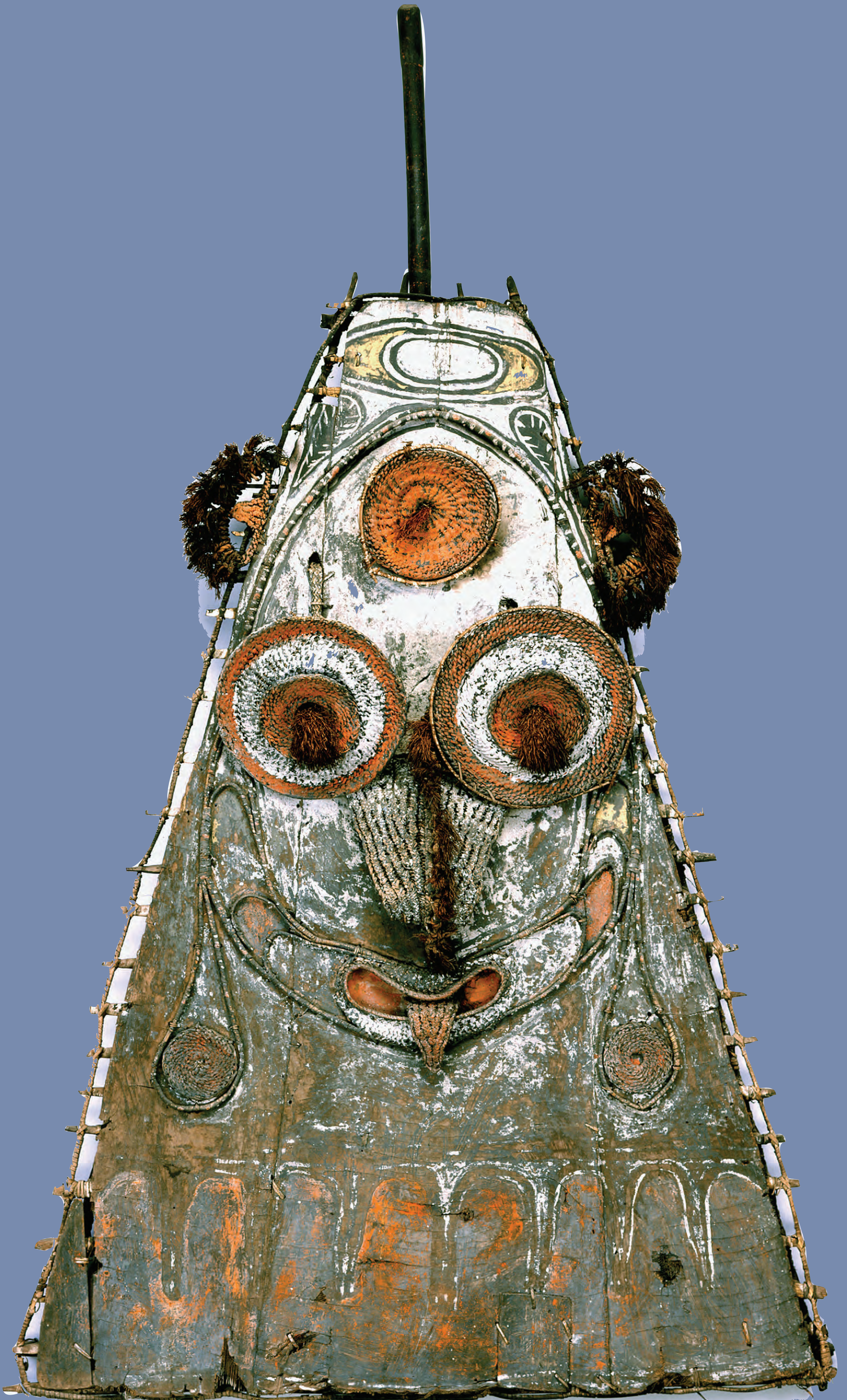
Common Core State Standards Addressed
2nd Grade *Learning to Look* Curriculum
Building Community: Festivals, Rituals, Traditions, and Celebrations
Get Smart with Art @ the de Young

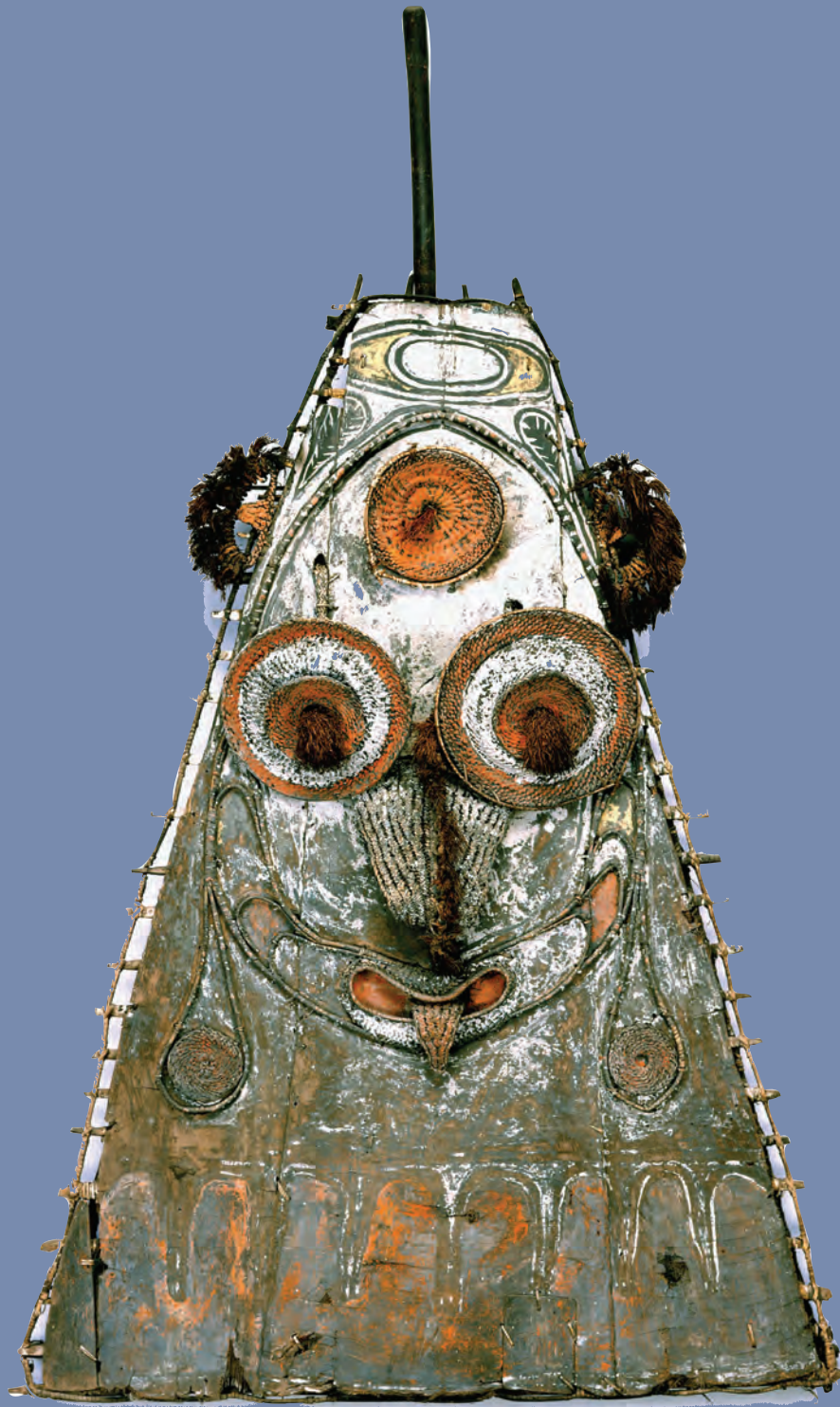
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

W.2.2, 2.3, 2.8

SL.2.1.A, 2.1.B, 2.1.C, 2.2.A, 2.3, 2.4, 2.6

L.2.4.A





Gable mask from ceremonial house façade

Middle Sepik, Sawos people, 20th century. Sago palm petiole, wood, bamboo, pigment, fiber.
Museum purchase, Mrs. Paul L. Wattis Fund. 2000.172.7





Cylindrical vessel depicting ruler with mirror

Mexico, Central Lowlands, Late Classic Maya, 8th century A.D. Earthenware, paint. Museum purchase, Salinger Bequest Fund. 78.41

Rollout photograph K625 © Justin Kerr





Grant Wood (1891–1942)

Dinner for Threshers, 1934. Oil on hardboard panel. Gift of Mr. and Mrs. John D. Rockefeller 3rd. 1979.7.105