



# Get Smart with Art@ the de Young Curriculum Order Form

Written to support the California State Content Standards in Language Arts, Social Studies and the Visual Arts, **Get Smart with Art @ the de Young** is an interdisciplinary curriculum package that uses art objects as primary documents, sparking investigations into the diverse cultures represented by the museum's collections. All historical texts are written at the intended grade level, thereby, reducing the amount of teacher preparation. In essence, Get Smart w/ Art is a readymade curriculum that simply requires the addition of inquisitive students. Using art objects as the foundation of each lesson, the guides develop visual literacy, historical knowledge, artistic expression and expository writing skills.

## Ordering Guidelines

1. Fill out the following form and submit to Emily Doman, de Young Museum, 50 Hagiwara Tea Garden Drive, Golden Gate Park, San Francisco, CA 94118.
2. Enclose \$5 shipping and handling for each curriculum guide ordered. Checks should be made out to COFAM. This fee may be avoided by picking-up the curriculum at the de Young Museum. Please call 415. 750. 3522 or email edoman@famsf.org to make the appropriate arrangements. NOTE: Please provide one-week notice for museum pick-ups.

Today's Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Shipping Address: \_\_\_\_\_

School Phone: \_\_\_\_\_

School Fax: \_\_\_\_\_

Home Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

## I would like order:

(Please indicate quantity in the space provided.)

### What's Included:

Grades 1-3- include lesson plans and three full color posters.

Grades 4 – 8- include lesson plans, 10 Object Information Sheets, and a DVD slide presentation.

\_\_\_\_\_ **1<sup>st</sup> – 3<sup>rd</sup> Grade, Learning to Look**

Lesson plans are grade specific, please specify grade: \_\_\_\_\_

For grades first through third, the *Get Smart with Art* curriculum focuses on building critical looking skills. Through teacher-facilitated conversations and independent writing activities, students interpret works of art and learn how to provide evidence to support their observations.

\_\_\_\_\_ **4<sup>th</sup> Grade, California History**

This guide highlights the vast changes that took place in California during the 19<sup>th</sup> century, ranging from changes in Native American culture to the building of the Southern Pacific Railroad and Euroamerican cities.

\_\_\_\_\_ **5<sup>th</sup> Grade, Colonial History**

Beginning with the development of New Spain, this guide traces the establishment of early settlements in Boston and Philadelphia. Students also examine the varied social positions held by African Americans and Native Americans during the Nation's early history.

\_\_\_\_\_ **6<sup>th</sup> Grade, Ancient Western Civilizations**

(NOTE: This guide focuses on collections at the Legion of Honor)

Exploring Mesopotamian, Egyptian, Greek, and Roman cultures, students discover how art was used both by the state and by individuals to create lasting monuments of power or eternal resting places.

\_\_\_\_\_ **7<sup>th</sup> Grade, The Art of Africa and Mesoamerica**

In the seventh grade, students are exposed to a wide selection of both African and ancient Mesoamerican artwork. By studying objects such as the Benin Plaque or the Maya Stela, students learn about the diverse governments of both Africa and Mesoamerica. Religious traditions and the diverse roles of women are also discussed in the seventh grade guide.

\_\_\_\_\_ **8<sup>th</sup> Grade, 19<sup>th</sup> Century American History: Revolution – Reconstruction**

Students trace the growth of transportation ranging from the Delaware and Hudson Canal to steamboats, which traveled along the Missouri River. Students also learn about the diverse challenges overcome by African Americans both before and during the Civil War.

\_\_\_\_\_ **9<sup>th</sup> – 12<sup>th</sup> Grade, Site in Sight**

This collection of 15 objects from the de Young's collections provides teachers an opportunity to explore how an artist's spacial and temporal location shapes the art he/she creates. The curriculum addresses the California State Standards and prompts students to explore thematic similarities and differences between the collections.



**de Young**