Learning to Look
Elements of Community Past and Present
1st Grade Lesson Plans
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.

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
Sandra Ly, John Yehall Chin Elementary School
Seth Mulvey, Garfield Elementary School
Susan Glicker, 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

6th Grade
Kay Corcoran, White Hill Middle School
Donna Kasprzycz, 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 Portugese
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
OBJECTIVES
The curriculum for First 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 First Grade focus on “Elements of Community Past and Present”. During the lessons students learn about aspects of culture such as family life, work, and traditions.
The selected images for first grade are:
• Peaceable Kingdom by Edward Hicks
• Portrait of Orleans by Edward Hopper
• Ancestral Screen Pokia Family

GETTING STARTED
First Grade lessons are organized in four successive lessons to be completed prior to the students’ visit to the de Young Museum. These lessons are structured to be taught over a three-week period prior to the museum visit. Additionally, there is a post-visit project that completes and compliments the 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 (see 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, Peaceable Kingdom, using the Visual Thinking Strategies or VTS method. 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 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 they studied, Peaceable Kingdom, in their Mind Jog Journals. Quick write leads might be “What is going on in this picture?” and “What more can you find?” Ask students to take time to sketch what the painting makes them think of. Then tell students to write what they think of when they look at the scene. After students are finished with their work, take time to share journals aloud. You may find it helpful to model some ideas on the board before students begin to sketch and write.

**LESSONS TWO AND THREE:**

Repeat the format of LESSON ONE, using Portrait of Orleans in LESSON TWO and Ancestral Screen in LESSON THREE, be sure to cover Part I: Image Discussion and Part II: Connecting Visual Literacy with sketching and written expression.

**LESSON FOUR:**

Review the three images with your class, recalling the vocabulary you recorded during the VTS discussions. Ask your students to choose one of the three images they like best. In their Mind Jog Journals, ask students to write and illustrate why they chose this image. Tell students to give three or more reasons why they made their choice. Share the writing and illustrations aloud. This lesson encourages your students to develop personal opinions that connect their visual literacy with sketching and written expression.
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

After your visit to the museum, discuss the experience with your class. Tell your students that they will be creating a page for a class de Young Museum Gallery Guide. This Guide will contain their illustrations and writing of images that are memorable from the de Young. Ask students to sketch a memorable piece from their visit. Remind students of the many pieces they saw both inside and outside at the museum. Students may refer to their Journals to remind themselves of the images they saw and sketched during the visit.

Following the illustration time, have students write about their piece, describing the image and giving reasons for their choice. Help students to include descriptive/sensory details that will help someone who has not been to the museum be able to “see” the image. When the individual student artwork and writing is complete, bind the pages together to form a de Young Museum First Grade Gallery Guide.
Common Core State Standards Addressed
1st Grade *Learning to Look* Curriculum
*Elements of Community Past and Present*
Get Smart with Art @ the de Young

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

W.1.1, 1.2, 1.8

SL.1.1.A, 1.1.B, 1.1.C, 1.2.A, 1.3, 1.4, 1.5, 1.6

L.1.4.A
Get Smart With Art
Learning to Look
Grant Wood (1891-1942); Dinner for Threshers, 1934; Oil on hardboard, 19 1/2 x 79 1/2 in. (49.53 x 201.93 cm); Gift of Mr. and Mrs. John D. Rockefeller 3rd; 1979.7.105

Ancestral screen
Get Smart With Art
Learning to Look
Edward Hicks (1780–1849)
The Peaceable Kingdom, ca. 1846. Oil on canvas. Gift of Mr. and Mrs. John D. Rockefeller 3rd. 1993.35.14
Get Smart With Art
Learning to Look
Grant Wood (1891-1942); 
Dinner for Threshers, 1934; Oil on hardboard, 19 1/2 x 79 1/2 in. (49.53 x 201.93 cm); Gift of Mr. and Mrs. John D. Rockefeller 3rd; 1979.7.105
Get Smart With Art
Learning to Look

Edward Hopper (1882–1967)