

# - Activity Two Lesson Plan - NEIGHBORHOOD GEMS

## PURPOSE

- To show that Art Deco buildings can be found in most neighborhoods.
- There is beauty and important cultural history around us in our daily lives.
- We can help to preserve the beauty and history of our neighborhoods.

## IN THE CLASSROOM

### Lesson Development

**Quick Write:** Instructors ask students to write as many things as they can recall about the Art Deco style from the prior lesson. (3-5 minutes)

#### Quick Write Share

**Building Walk:** Instructors explain that there are many buildings in students' neighborhoods that contain Art Deco features and some students may be living in Art Deco buildings. Now that students know what to look for, take them on a walk to see what they can find. Using the *New York Art Deco Registry and Map*, which is sortable by neighborhood, instructors and students can create their own Building Walk in the area around their area. On the walk, students use *Noticing/Wondering Charts* to identify Art Deco features on the buildings they see.

If an outdoor walk is not possible, instructors may use Gallery Walk images of features and design elements of neighborhood Deco buildings, or other selected photos from Art Deco photography books such as *New York Deco* by Richard Berenholtz. Images of Art Deco buildings are also available on the Art Deco Society website. Some students may recognize these features from their own school or neighborhood, depending upon images selected.

**Video Clip:** A few short video clips relating to Art Deco architecture are posted on the Art Deco Society website. Instructors should view each video and select at least one for students to watch together. Students should use the *Video Organizer* to take notes as they watch the clip.

### Ticket Out

### Materials

*New York Art Deco Registry & Map* available at [ArtDeco.org/Registry](http://ArtDeco.org/Registry)

Materials available at [ArtDeco.org/Learn](http://ArtDeco.org/Learn)

- *Notice/Wondering Chart*
- *Gallery Walk* images
- *Timeless Grand Concourse* (Running time: 4:12)
- *Art Deco in the Outer Boroughs of New York City* (Running time: 3:22)
- *Video Organizer* handout
- *Ticket Out* handout

## IMPLEMENTATION NOTES

This lesson is designed to provide opportunities for students to apply, analyze and evaluate the information they've worked through in this and the prior lesson.

### Lesson Development

**Quick Write:** This is a way to help students organize/access information from prior lessons or that they may have learned outside of the classroom. It's done silently and individually, with no questions/answers. Students are encouraged to write anything they recall. Images and charts from the prior lesson(s) are displayed and accessible to students. This is not a test. Papers are not collected.

For more information on the Quick Write exercise see the Appendix.

**Quick Write Share:** Instructor takes information from students' *Quick Write*. Students can call out popcorn style, or go around the room with each student sharing one item from his or her paper.

**Building Walk:** This exercise is designed to give students an opportunity to experience Art Deco buildings around their area first hand, rather than through images. Seeing a building in person allows students to view small design details up close.

If outside walks are not possible and finding photos of neighborhood Art Deco buildings is difficult, students can get information from several videos about Art Deco architecture in New York on the website [ArtDeco.org](http://ArtDeco.org).

**Note:** Several schools and, possibly, some of the buildings that house community centers in New York City were built in the Art Deco style and will have very strong Art Deco connections. These appear in the New York Art Deco Registry at [ArtDeco.org/Registry](http://ArtDeco.org/Registry). In those cases, a building walk is a perfect way to find and document features of a familiar Art Deco era building. If a building walk is not possible for a large group, instructors can photograph inside and outside areas of the building that illustrate its Art Deco features and then present the images to the students, asking them to guess the location of the photos.

### Ticket Out

For more information on the Ticket Out exercise, see the Appendix.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# VIDEO ORGANIZER

As you view the video, take notes on what you see. A rough draft is acceptable. This is a note-taking tool that will be helpful in our discussions.

**Video title:** \_\_\_\_\_

**What I see:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What I hear:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What I have questions about:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# TICKET OUT

Before leaving, please respond to the following questions about today's lesson. A rough draft is acceptable. You will only have a few minutes to complete the sheet, which is not a test. Answer as quickly as you can. Make sure to leave the Ticket Out with your instructor, or deposit it in the appropriate place, before you leave the room.

**One thing I did:** \_\_\_\_\_

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**One thing I learned:** \_\_\_\_\_

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**One question I still have:** \_\_\_\_\_

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