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DEAR EDUCATOR,

The Art Deco Society of New York (ADSNY) is delighted to present *Documenting Deco*, a free out-reach program for New York City students in either classroom based, extended day, or community based settings.

Students in New York City live in neighborhoods rich with residential and public buildings that are examples of Art Deco, a unique architectural style from the 1920s and 1930s with stunning façades, ornamentation, and interiors.

Documenting Deco provides students with the tools to understand, appreciate and take pride in their surroundings; to discover Art Deco gems in their own neighborhoods; to better understand the importance of preservation and the landmarking process; and to be introduced to careers in a variety of related fields.

The program is designed to culminate in a photography lesson, in which students are challenged to find and photograph Art Deco buildings in their neighborhoods and throughout New York City.

Documenting Deco consists of:

- A series of lesson plans for use in classroom based, extended day, or community based settings
- Two PowerPoint presentations
- Reproducible handouts for students
- A video featuring Richard Berenholtz, architect, photographer and author of *New York Deco*, a book highlighting Art Deco architectural photography
- Videos on Jazz Age and Depression era New York and preservation issues
- Enrichment materials about the history and culture of the 1920s and 1930s

The *New York Art Deco Registry & Map* of Art Deco buildings and structures in the five boroughs will also be a valuable resource for the program. It is located on the Art Deco Society of New York's website, ArtDeco.org.

Instructors are encouraged to work with ADSNY team members to adapt these materials to the specific needs of their students, curriculum, and time constraints. With an ADSNY team member, instructors should select those materials and lessons that best fit their curriculum and schedule. This program is adaptable to your needs.

Just as New York is a melting pot of many cultures, so too is the Art Deco style, an eclectic blending of influences from many cultures. *Documenting Deco* is a perfect way to expose students to the richness and beauty of this city's multicultural heritage as expressed in its architecture, landmarks, and culture. The program will encourage them to take increasing ownership as caretakers of their own neighborhoods and surroundings.

We look forward to seeing examples of your students' work in *Documenting Deco*!

For more information on the materials in this program please contact us at Learn@ArtDeco.org.

Best wishes,

Roberta Nusim
President, Art Deco Society of New York
RobertaNusim@ArtDeco.org

THE ARCHITECTURE OF DECO

Activity One Lesson Plan

Purpose

- Introduce students to Art Deco architecture
- Have students participate in activities designed to increase their ability to recognize Art Deco structure and design

Implementation Notes

As it is likely most of the students will not have any working knowledge of the Art Deco era, nor the features of Art Deco architecture, decoration or fashion, these lessons are designed to provide a basic knowledge, basic Art Deco vocabulary, and tools to recognize some of the most identifiable features of Art Deco architecture and design.

Group investigation

Lead students in discussion about the role and responsibilities of architects and designers. Instructor begins by asking students what they think that the person who designed their building had to consider in planning the space. List these on the board. They may include: amount of available land, building use, flow of traffic, etc.

Gallery Walk

Before beginning the Gallery Walk, the instructor might need to review the rules of the walk; students walk around the room in silence; making sure to move from station to station according to the time limits set; and record their noticings and wonderings on their handout. (If management is a concern, the instructor may modify the gallery walk and have the students remain at their tables while the images are moved from table to table.)

For more information on the Gallery Walk exercise, see the Appendix.

What Makes a Building Art Deco PowerPoint

Instructors should duplicate the Vocabulary of Art Deco Architecture handout for students to use as note-taking tools while watching the presentation. Instructors may print the PowerPoint as handouts if desired.

PowerPoint Notes:

- On slide Seven instructors should explain that a metal alloy is a material composed of two or more metals or a metal and a non-metal. Metal alloys were created for architecture to make metals stronger, more weather-resistant and less likely to rust. This new technology allowed for metal accents like the decoration on top of the Chrysler Building.
- On slide Ten instructors should explain that the stepped pyramid look was created in response to the 1916 New York City zoning law, which regulated the shape of skyscrapers to make sure that light and air would reach the sidewalk below. The law stated once the building reached a certain height, the mass had to be reduced creating setbacks or the stepped pyramid look.

Ticket Out

Five minute exercise designed to make sure that students are on task. We recommend using the "One thing I did," "One thing I learned," "One question I still have" Ticket Out organizer. We have included a blank Ticket Out for instructors to create their own prompts for the lesson if they prefer.

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



In the Classroom

Group investigation

Using images of the Empire State Building, and an image of another, lesser-known building, the instructor leads a brief discussion using the whole group chart, Noticing/Wondering.

Gallery Walk

Instructor should print the Gallery Walk images. Following whole group modeling of chart development, students review on their own the images that are supplied using individual Notice/Wondering charts.

Group Share out

Instructor provides information when necessary to facilitate student understanding.

What Makes a Building Art Deco?

PowerPoint Presentation

Instructors should view the PowerPoint presentation prior to showing the class. Instructors may want to show the PowerPoint in one or two class sessions. Part One focuses on Art Deco Structure; Part Two on Art Deco Design.

Ticket Out

Materials

Materials available at ArtDeco.org/Learn:

- Image of The Empire State Building
- Image of Squibb Building
- Gallery Walk images
- Noticing/Wondering Chart handout
- What Makes a Building Art Deco? PowerPoint
- Vocabulary of Art Deco Architecture handout
- Ticket Out handout

NEIGHBORHOOD GEMS

Activity Two Lesson Plan

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

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.

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. These walks will also give students an opportunity to photograph buildings using a class set of the Art Deco Society of New York's point-and-shoot cameras. Please see Activity 6, Document Deco Through Photos, for further enrichment to this lesson.

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 Art Deco Society of New York's website 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 & Map at Artdeco.org/new-york-art-deco-registry-map.
- 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

Five minute exercise designed to make sure that students are on task. We recommend using the "One thing I did," "One thing I learned," "One question I still have" Ticket Out organizer. We have included a blank Ticket Out for instructors to create their own prompts for the lesson if they prefer.

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



In the Classroom

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 & Map, instructors and students can create their own Building Walk in the vicinity their area. On the walk, students use Noticing/Wondering Charts to identify Art Deco features on the buildings they see or use the Art Deco Society of New York's classroom set of point-and-shoot cameras to photograph the Art Deco buildings they find.

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

Materials available at ArtDeco.org/Learn:

- Noticing/Wondering Chart handout
- 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

HONOR THE PAST, IMAGINE THE FUTURE

Activity Three Lesson Plan

Purpose

- Link Art Deco to historical preservation
- Build knowledge of landmarking buildings with historical significance
- Help students think about the value of preserving art and architecture from past generations for future generations

Implementation Notes

This lesson encourages students to think about the value of preserving art and architecture. Most students will not know about landmarked buildings or how a building becomes a landmark. Instructors connect prior lessons with landmark issues by asking: "While not all buildings may be landmarked, there are many examples of our past/history in our own neighborhoods. Can you identify any historic buildings in your neighborhood that should be landmarked?"

Instructors should preview both the *History of the Original Penn Station In NYC* and *That's So New York: How do Buildings Become Landmarked* videos before sharing with the group. The video clips on Penn Station and the Landmarks Preservation Commission provide information about landmarking and give students the opportunity to connect their Talk Around opinions and observations with the Landmarks Preservation Commission's work. The instructor should use the charts developed in prior lessons to remind students about the features of Art Deco architecture if needed. (2-3 minutes)

Sentence Strip

Divide students into groups of four. Give each student in the group a different Sentence Strip. Students are told to respond to their statement by listing reasons they agree and/or disagree with it for five minutes. (If this is a new activity, the instructor may want to model with another statement on the same topic.)

Talk Around

In the Talk Around, one of four students in the group shares his or her statement and gives one of his or her reactions to it. Then, each student in the group will take turns to share his or her Sentence Strip and one thought or response. Round table continues as each student shares one additional item about his or her or another student's sentence.

For more information on the Talk Around exercise see the Appendix.

Group Share

Instructor assigns a representative from each group to share two or three responses on the class chart. Instructor leads Share Out based on charted responses. Instructor refers back to opening video and asks how does this clip support or not support our ideas from today's discussion?

Handout

Instructor connects prior lessons and concepts with landmark issues. While not all buildings may be landmarked, there are many examples of our past/history in our own neighborhoods. Instructors may want to expand on this concept by having students select a building they think could be landmarked. They can use the *How is a New York Building Landmarked* handout to better understand the concept.

To give students an opportunity to play a role in the landmarking process your class may want to work together to create your own Request for Evaluation.

In the Classroom

Video Clips

Instructors should choose one or both videos to share with the group. Students use the Video Organizer to take notes as they watch the clip.

Sentence Strips

Seat students in groups of four. Distribute a sentence strip worksheets to each student who responds to their own strip.

- It is important to preserve evidence of past generations.
- It is possible to be deprived of the past.
- We must honor the past while we imagine the future.
- The future depends on me.

Talk Around

Students share their answers in their group of four.

Group Share

The groups of four share their ideas with the class.

Optional Activity

Distribute the *How is a New York Building Landmarked* worksheet and ask students to work in groups to nominate a building in their neighborhood that they think is worthy of Landmarks status. With your group, initiate the Landmarking process.

Materials

Materials available at ArtDeco.org/Learn:

- *History of the Original Penn Station In NYC* (Running time: 2:11)
- *That's So New York: How do Buildings Become Landmarks?* (Running time: 2:30)
- Video Organizer handout
- Four Sentence Strip handouts
- *How is a New York Building Landmarked?* handout

ART DECO AROUND THE WORLD

Activity Four Lesson Plan

Purpose

- To introduce the international origins of Art Deco
- To show Art Deco in other countries
- To encourage students to research cultural influences on the Art Deco style, perhaps from their own countries of origin

Implementation Notes

As some students have connections to other countries, it may be of interest to them to learn more about international Art Deco connections and the global cultural influences that are evident in much of the design of the Art Deco style.

The PowerPoint, Art Deco Around the World, explores the international origins of Art Deco. It offers some examples from locations around the world and how these locations have adapted the Art Deco architectural style.

There are several ways to introduce this activity. One is with a Give One/Get One activity described in the Appendix or begin by asking students to tell you where their families are from. Develop a list on the Board and then lead to a discussion that Art Deco architecture is probably found in each of their countries, sometimes changed to reflect their particular climate and culture.

Give one/Get One

This engagement activity provides students with the opportunity to review and recall newly-acquired information about Art Deco. This activity involves student movement about the room and brief conversation with several students. It is recommended to review with them, before beginning the activity, time limits and cues that will signal the conclusion of the activity, and acceptable voice and noise levels.

For more information on the Give One/Get One exercise, see the Appendix.

Art Deco Around the World PowerPoint Presentation

Some conversation and clarification may be helpful during the presentation. The instructor should ask students to note their ideas as the PowerPoint is presented and, periodically, ask students to contribute questions, observations, and/or comments during the presentation in the form of group or partner conversation.

Student Research

This activity may be presented as a group activity or as a voluntary, extra credit and/or individual project. The instructor and the class should design implementation parameters.

Ticket Out

Five minute exercise designed to make sure that students are on task. We recommend using the "One thing I did," "One thing I learned," "One question I still have" Ticket Out organizer. We have included a blank Ticket Out for instructors to create their own prompts for the lesson if they prefer.

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

In the Classroom

Give One/Get One

Students review their knowledge of Art Deco as developed in the last several lessons in a class discussion or using the optional Give One/Get One chart.

Group Share Out

Instructor provides information when necessary to facilitate student understanding.

Art Deco Around the World PowerPoint Presentation

Instructor should first view the PowerPoint Presentation Art Deco Around the World and then share with students. Instructor should reproduce and distribute the Art Deco Around the World handout. Instructors should ask students to take notes and then discuss the presentation.

Student Research

This is an ideal opportunity for students to relate Art Deco architecture and design to their own heritage or a place of particular interest. Students should work individually or in groups to choose a geographic location of special interest to them and find how it incorporates Art Deco in its own architecture or influenced the Art Deco style.

Ticket Out

Materials

Materials available at ArtDeco.org/Learn:

- Give One/Get One Chart handout
- Art Deco Around the World PowerPoint
- Art Deco Around the World handout
- Ticket Out handout

DECO DREAM CITY

Activity Five Lesson Plan

Purpose

- Have students apply their new knowledge of Art Deco design in their own creative works
- Encourage students to view Art Deco ornamentation and be able to discern the individual elements

Implementation Notes

Now that students have a good understanding of Art Deco design, the goal of this lesson is to encourage students to apply these visual elements to their own creative processes.

There are several ways to introduce this activity. One is with a Give One/Get One activity described in the Appendix or begin by asking students to tell you what their favorite Art Deco decoration is and why they like that decoration so much. Develop a list on the Board and then lead to a discussion that these decorative embellishments could easily be combined in various ways to create unique buildings of their own.

Art Deco Scavenger Hunt

This exercise is designed to give students not participating in the full Neighborhood Walks activity 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 and to see elements that may not have been visible in photographs.

Instructors will use the I Spy handout template to insert images of different ornamentation that students will try to find on the building. For younger students, we recommend using images of the actual ornamentation from the building they will walk to. For older students, we recommend using simple line drawings of patterns or images from the What Makes a Building Art Deco? and Art Deco Around the World PowerPoint presentations.

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 Art Deco Society of New York's website, ArtDeco.org.

Our Deco Dream City

This activity allows students to design or decorate their own Art Deco building to think about Deco ornamentation in a new way.

For younger students, we suggest using the Deco Dream City coloring pages of Art Deco buildings. Students can color the buildings and add glitter, colored paper, or other materials that the instructor has available to decorate their own building handout.

For older students, especially those in drawing or drafting classes, we suggest having students design their own building.

When completed student work can be cut out and glued to craft paper to make a Deco Dream City.

Group Share Out

Instructor has students share the Art Deco design elements that they were most inspired by to create their own design and 2 or 3 things that they like about other designs on display.



In the Classroom

Group investigation

Using images of Art Deco buildings from prior lessons, instructor leads a brief discussion using the whole group chart, Noticing/Wondering.

Group Share out

Instructor provides information when necessary to facilitate student understanding.

Art Deco Scavenger Hunt

Now that students know what ornamentation typically looks like on Art Deco buildings, students are led to the nearest Art Deco building. Once in front of the building, students use the I Spy handout created by the instructor to identify Art Deco features on the buildings they see.

Our Deco Dream City

Building on the ornamentation that students found in the Scavenger Hunt exercise, students use these design motifs to create/design/embellish their own Art Deco building depending on their age and skill sets. Once students are finished, Instructors compile student work to make a city.

Group Share Out

Students talk about how their designs utilize Art Deco features.

Materials

Materials available at ArtDeco.org/Learn:

- Give One/Get One Chart handout
- Scavenger Hunt I Spy handout template
- Deco Dream City coloring pages

DOCUMENTING DECO THROUGH PHOTOS

Activity Six Lesson Plan

Purpose

Using our new knowledge of Art Deco era style and the New York City Landmarks Preservation Commission's role in preserving cultural history, students can:

- Recognize their neighborhood's Art Deco buildings
- Recognize landmarked buildings in the community
- Contribute new information on any Deco buildings to the Art Deco Building Registry & Map
- Document Deco through their own photographs

Implementation Notes

This lesson is designed to provide a culminating activity that looks back at the previous lessons in the context of Documenting Deco through student's own photos. This lesson can also be a valuable addition to the Neighborhood Gems activity.

Instructor should review with students the information about the Art Deco style of architecture as well as the importance of the landmarking process to preserve evidence of the past for future generations.

Video Clip

Introduce the lesson by explaining that Mr. Berenholtz is a renowned architectural photographer and author of *New York Deco*. In his video he offers students insight on his techniques to photograph Art Deco buildings.

Show the *Photography with Richard Berenholtz* video to your students. Students should use the Video Organizer to take notes as they watch the clip.

Building Walk

This exercise is designed to give students an opportunity to experience the iconic Art Deco buildings that they have seen in materials throughout the program's activities. Seeing this selection of famous building in person allows students to view small design details up close. This walk will also give students an opportunity to photograph buildings using a class set of the Art Deco Society of New York's point-and-shoot cameras.

The Art Deco Society of New York can provide two tours of New York City's Art Deco Landmarks:

- The Rockefeller Center walking tour allows students to see suburb examples of Art Deco ornamentation within a few blocks. This walk does not require a lot of walking or crossing busy New York City streets and usually includes a stop for lunch in the underground concourse of 30 Rock.
- The Midtown Treasures walking tour allows students to see a selection of renowned Art Deco skyscrapers starting with the Chrysler Building and ending with the Empire State Building. This walk requires more walking and usual includes a stop for lunch on the terrace of the New York Public Library.

Photography Exhibition

As an optional group activity to share what students have learned with the rest of the school, students can print and hang their photos from the culminating Building Walk to create their own exhibition. The instructor and the class should design implementation parameters.

Ticket Out

This exercise will let students organize their plan if they would like to submit their photos to the Art Deco Society of New York.

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

In the Classroom

Video Clip

Have students watch the *Photography with Richard Berenholtz* video. Students should use the Video Organizer to take notes as they watch the clip.

Building Walk

Now that students know how to identify Art Deco buildings and have seen many examples of famous New York Art Deco buildings, take them on a walk to see what they can find. On the walk, students the Art Deco Society of New York's classroom set of point-and-shoot cameras to photograph the Art Deco buildings they find.

Photography Exhibition

Students download and select their favorite photographs that they took on the Building Walk and hang them in a public space on campus to create their own photography exhibition.

Ticket Out

If students would like to submit their photos to the Art Deco Society of New York they can fill out the final ticket out defining their project.

- My Art Deco Project I will:
- My finished project will be submitted:

Materials

Materials available at ArtDeco.org/Learn:

- *Photography with Richard Berenholtz* Video (Running time: 6:36)
- Video Organizer handout
- The class set of Art Deco Society of New York cameras
- Documenting Deco Photo Submission Form
- Ticket Out handout

Name: _____

Date: _____

VOCABULARY OF ART DECO ARCHITECTURE

As you view the What Makes a Building Art Deco? PowerPoint presentation, you will come across some terms that are associated with architecture in general. You may be familiar with some of these words and phrases; others may be new to you. Below, you'll find some of the words found in the presentation that might be unfamiliar. Use this sheet to note meanings and context.

Architecture: _____

Structure: _____

Architect: _____

Massing: _____

Vertical Accentuation: _____

Exterior: _____

Surface Material: _____

Mosaics: _____

Terracotta: _____

Sculptural Relief: _____

Spandrel Panels: _____

Parapet: _____



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 today: _____

One thing I learned: _____

One question I still have: _____

One thing I'd like to remember: _____



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. Make sure to leave this sheet with your instructor, or deposit it in the appropriate place, before you leave the room.

Video Title: _____

What I see: _____

What I hear: _____

What I have a question about: _____



Name: _____

Date: _____

LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

Statement: It is important to preserve evidence of past generations.

1. _____

2. _____

3. _____

4. _____



Name: _____

Date: _____

LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

Statement: It is possible to be deprived of the past.

1. _____

2. _____

3. _____

4. _____



Name: _____

Date: _____

LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

Statement: We must honor the past while we imagine the future.

1. _____

2. _____

3. _____

4. _____



Name: _____

Date: _____

LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

Statement: The future depends on me.

1. _____

2. _____

3. _____

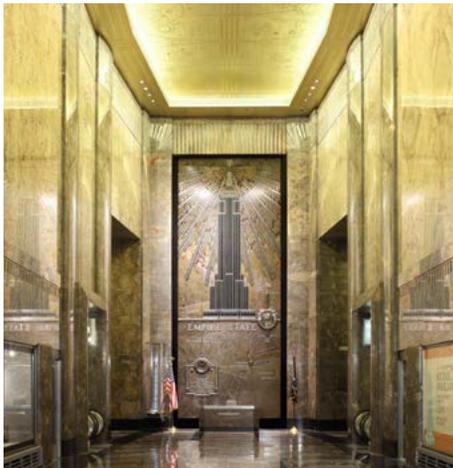
4. _____



Name: _____

Date: _____

HOW IS A NEW YORK CITY BUILDING LANDMARKED?



NYC

**Landmarks Preservation
Commission**

The Landmarks Preservation Commission (LPC) is the largest municipal preservation agency in the United States. It is responsible for protecting New York City's architecturally, historically, and culturally significant buildings and sites by granting them landmark or historic district status, and regulating them once they're designated.

The agency is made up of a panel of 11 commissioners who are appointed by the Mayor. The commissioners are supported by a staff of preservationists, researchers, architects, historians, attorneys, archaeologists and administrators. These are all professions that you might be interested in learning more about for the future.

There are more than 31,000 landmark properties in New York City. Most are located in 111 historic districts and 20 historic district extensions in all five boroughs. The total number of protected sites includes 1,338 individual landmarks, 117 interior landmarks and 10 scenic landmarks.

Anyone can propose to designate any site or neighborhood as an individual landmark or historic district. To designate a site or neighborhood you can submit a Request for Evaluation (RFE) application, to the Commission's Research Department. The Commission reviews around 200 RFEs each year.

YOU CAN BE PART OF THE LANDMARKING PROCESS!

To begin your own Request for Evaluation by the Landmarks Preservation Commission's Research Department:

1. Before submitting a request for evaluation, first see if the property you're interested in is already landmarked. If it is an Art Deco building you can check the New York Art Deco Registry & Map on the Art Deco Society of New York's ArtDeco.org website to find out if the building you are interested in is a landmark.
2. Start by downloading a digital RFE form from the LPC's website at: www1.nyc.gov/site/lpc/applications/forms.page
3. After filling out your form, email it to the Commission at RFE@lpc.nyc.gov, along with any information or photos you have of the site.
4. Once your information is received, the Research Department will begin its evaluation.
5. If the staff finds your building appropriate they will conduct further research to determine whether the site you propose meets the Commission's designation eligibility standards.
6. You will be notified about the outcome and next steps in the process once their research is finished.

The Commission only considers proposals that are submitted through an RFE application.

Name: _____

Date: _____

ART DECO AROUND THE WORLD

As you view the Art Deco Around the World PowerPoint presentation, you will come across some terms that are associated with different styles and cultures that influenced Art Deco and different places where Art Deco developed. You may be familiar with some of these words and phrases; others may be new to you. Below, you'll find some terms in the presentation. Use this sheet to note meanings and context.

African Tribal patterns and design: _____

Ancient Egyptian style: _____

Historic Asian style: _____

Ancient Greek and Roman style: _____

Mayan and Aztec design: _____

Avant-garde works of art: _____

Miami Deco: _____

Argentina and Brazil Deco: _____

Dominican Republic and Cuba Deco: _____

China Deco: _____

India Deco: _____

Australia/New Zealand: _____



Name: _____

Date: _____

DOCUMENTING DECO PHOTO FORM

All students in elementary, middle, and high schools are eligible to submit their Documenting Deco photos for posting on the Art Deco Society of New York website, ArtDeco.org. If you would like for your photo to be posted on the website, please fill out the information below and submit it to the Art Deco Society.

Name of Student: _____

Grade of Student: _____

Name of Instructor: _____

Instructor Email Address: _____

Name of School/Community Center: _____

Address of Building in this photograph: _____

Is this Building a Landmark? _____

What made this building stand out to you? Why Did you choose this building to photograph?

By signing below I certify that all of the information contained on this entry form is correct and truthful and grant permission for the Art Deco Society of New York to post my photo on their website and any use in their promotional materials.

Student signature: _____

Parent's signature: _____

Instructor's signature: _____

Entries must be submitted to ADSNY by email to: Learn@ArtDeco.org

Terms & Conditions: Open only to students who, are enrolled in elementary, middle, or senior high schools in one of the five boroughs of New York City at the date of submission. Photos must be entrant's original work. ADSNY reserves the right to publish or display in electronic or print media all entries submitted to *Documenting Deco* and has the right to alter, amend, edit, or change entries prior to publication. By participating in *Documenting Deco*, organizations, instructors, and students agree to release and hold harmless ADSNY and its directors, officers, employees, sponsors, and Richard Berenholtz, from any and all losses, damages, rights, claims, and actions of any kind in connection with the *Documenting Deco* program.



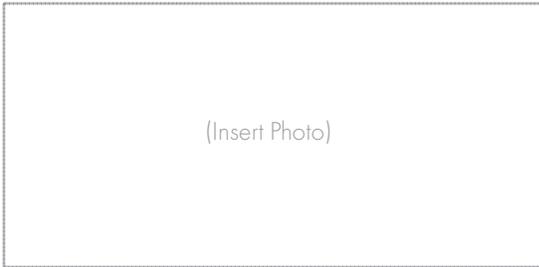
Name: _____

Date: _____

I SPY ART DECO! SCAVENGER HUNT

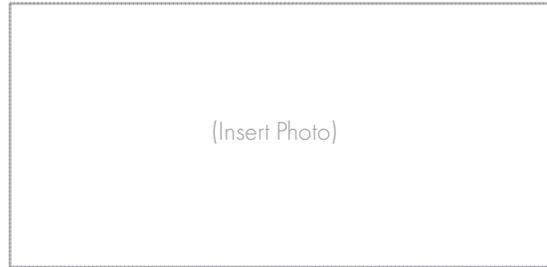
Circle the image of the Art Deco element that you see. Make a note of where you see this element to help in our discussions. Make sure to leave this sheet with your instructor, or deposit it in the appropriate place, before you leave the room.

1.



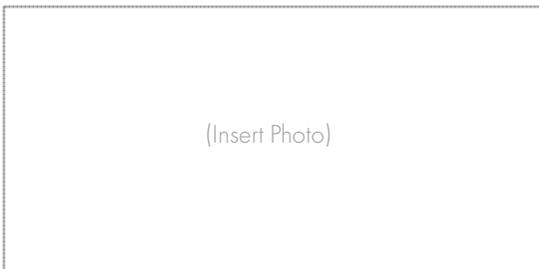
Where did is this element?

2.



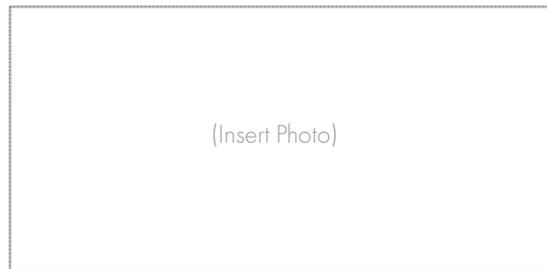
Where did is this element?

3.



Where did is this element?

4.



Where did is this element?

5.



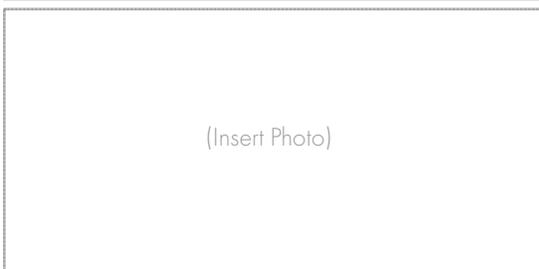
Where did is this element?

6.



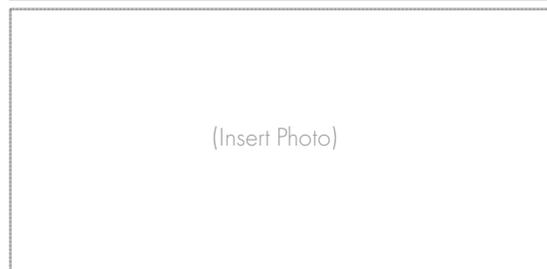
Where did is this element?

7.



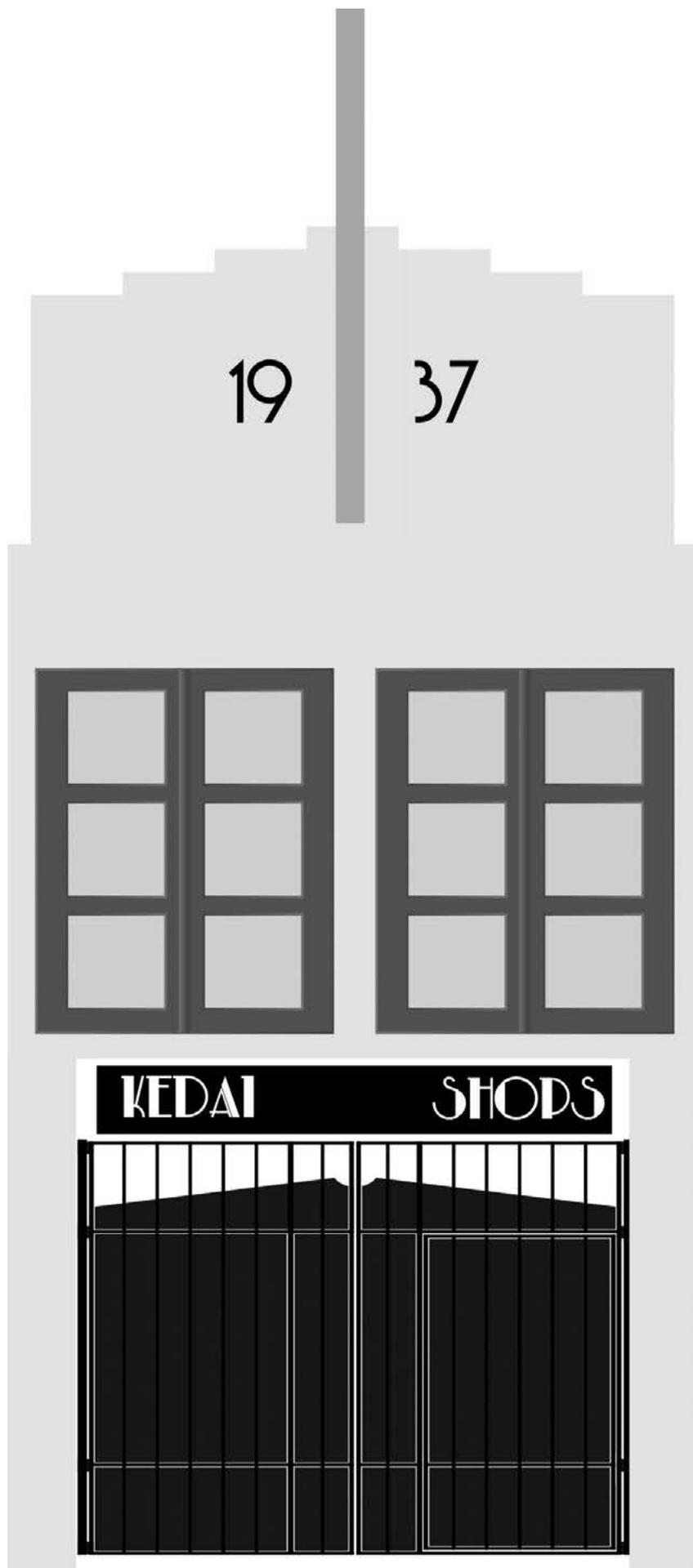
Where did is this element?

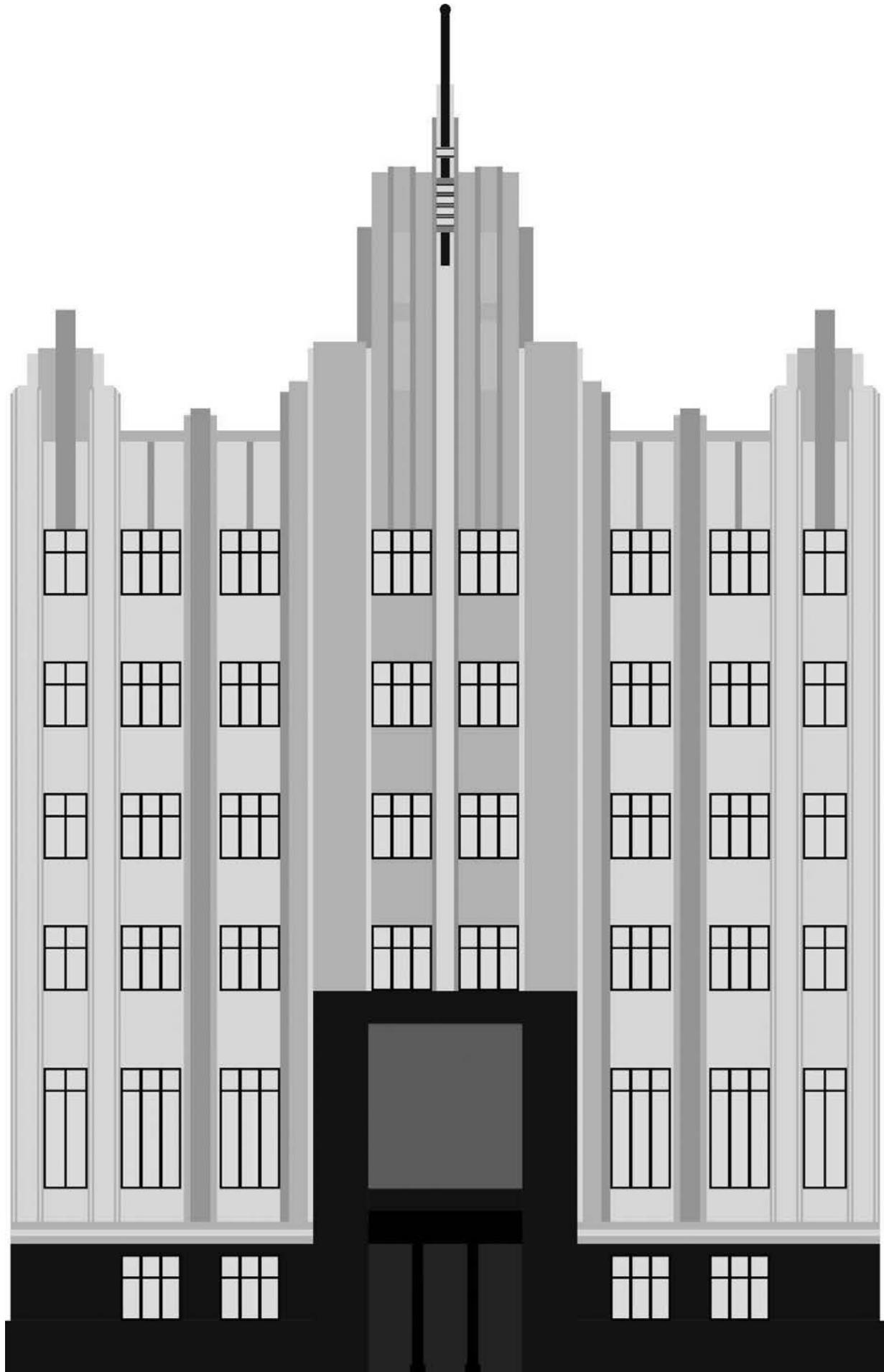
8.

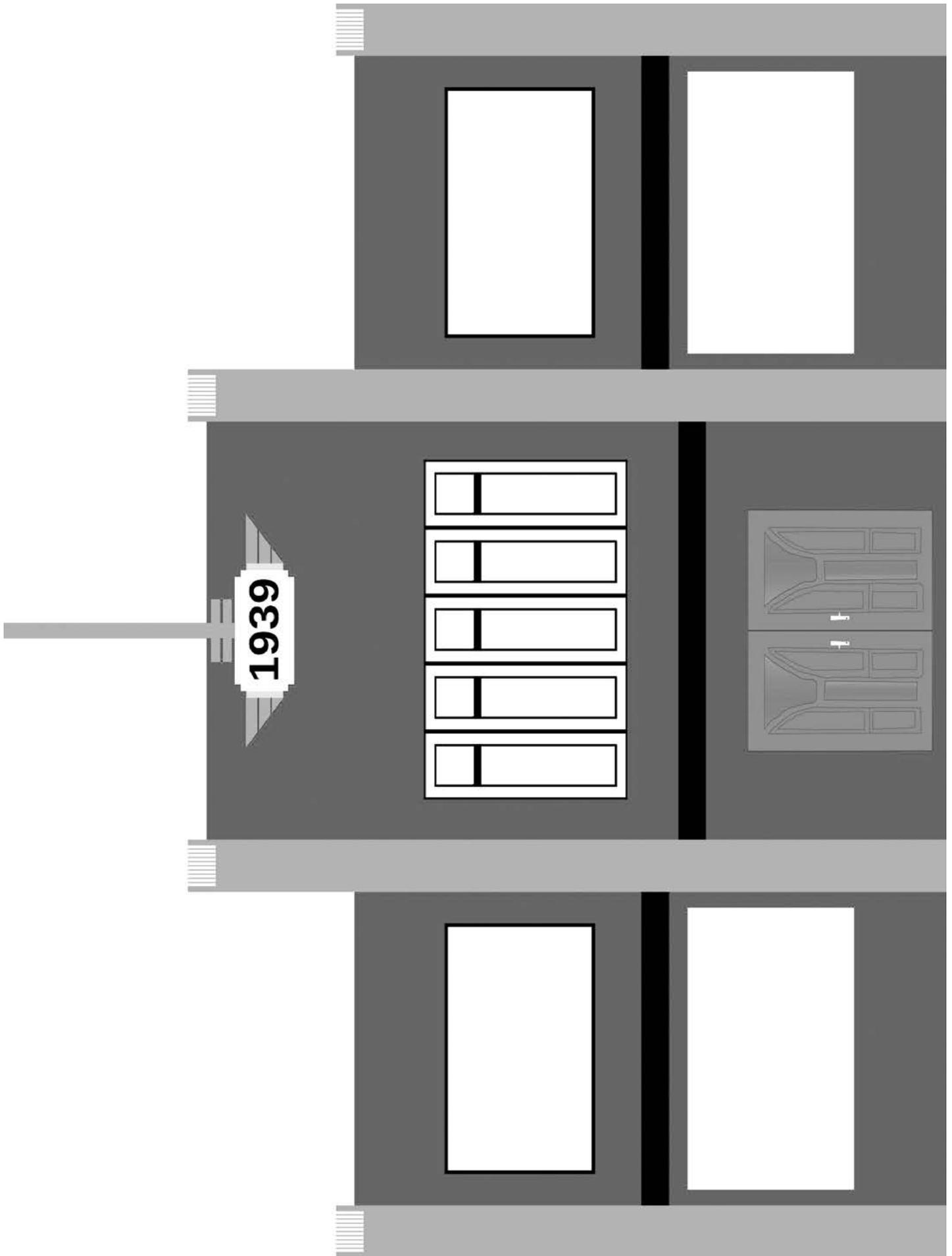


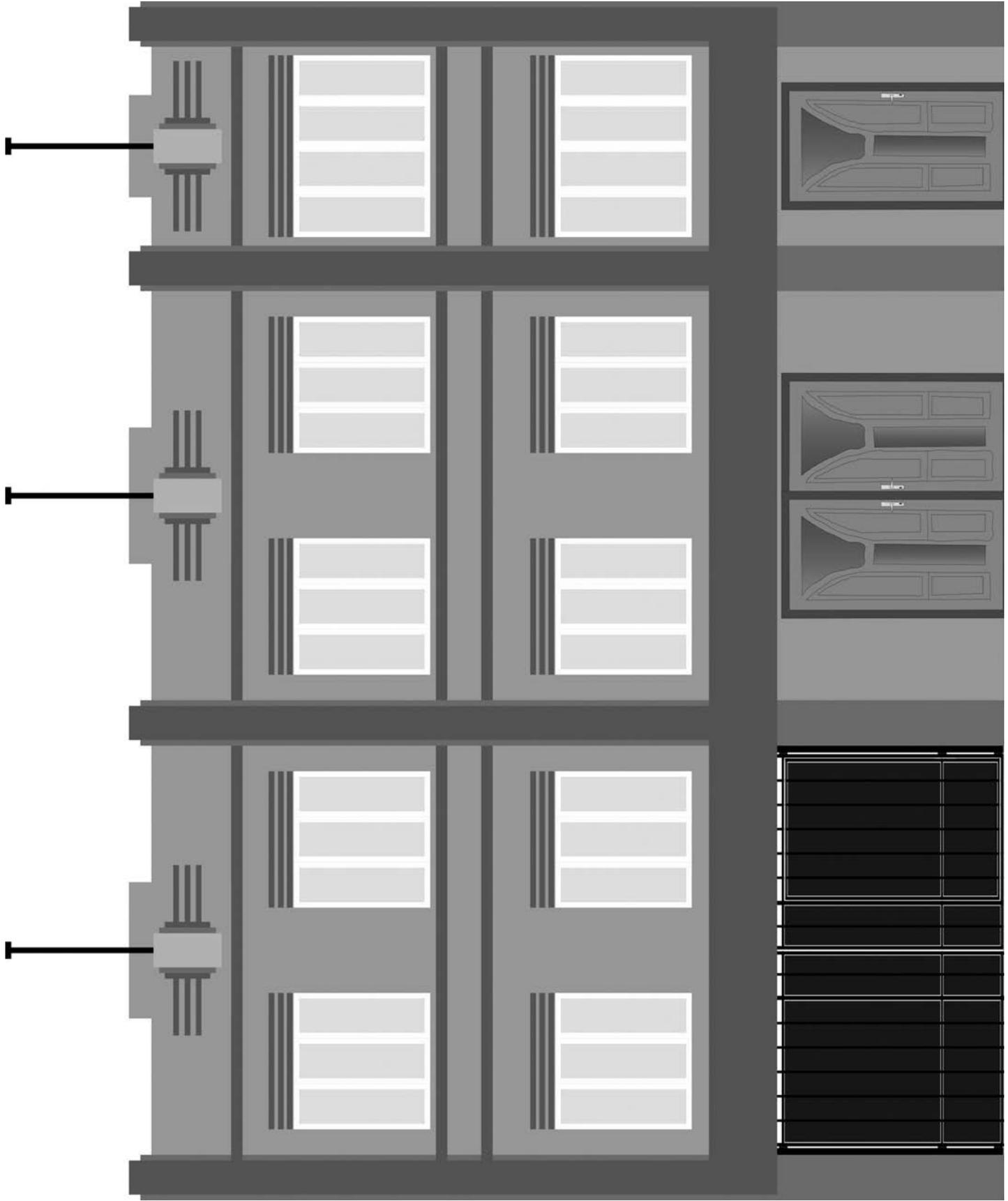
Where did is this element?

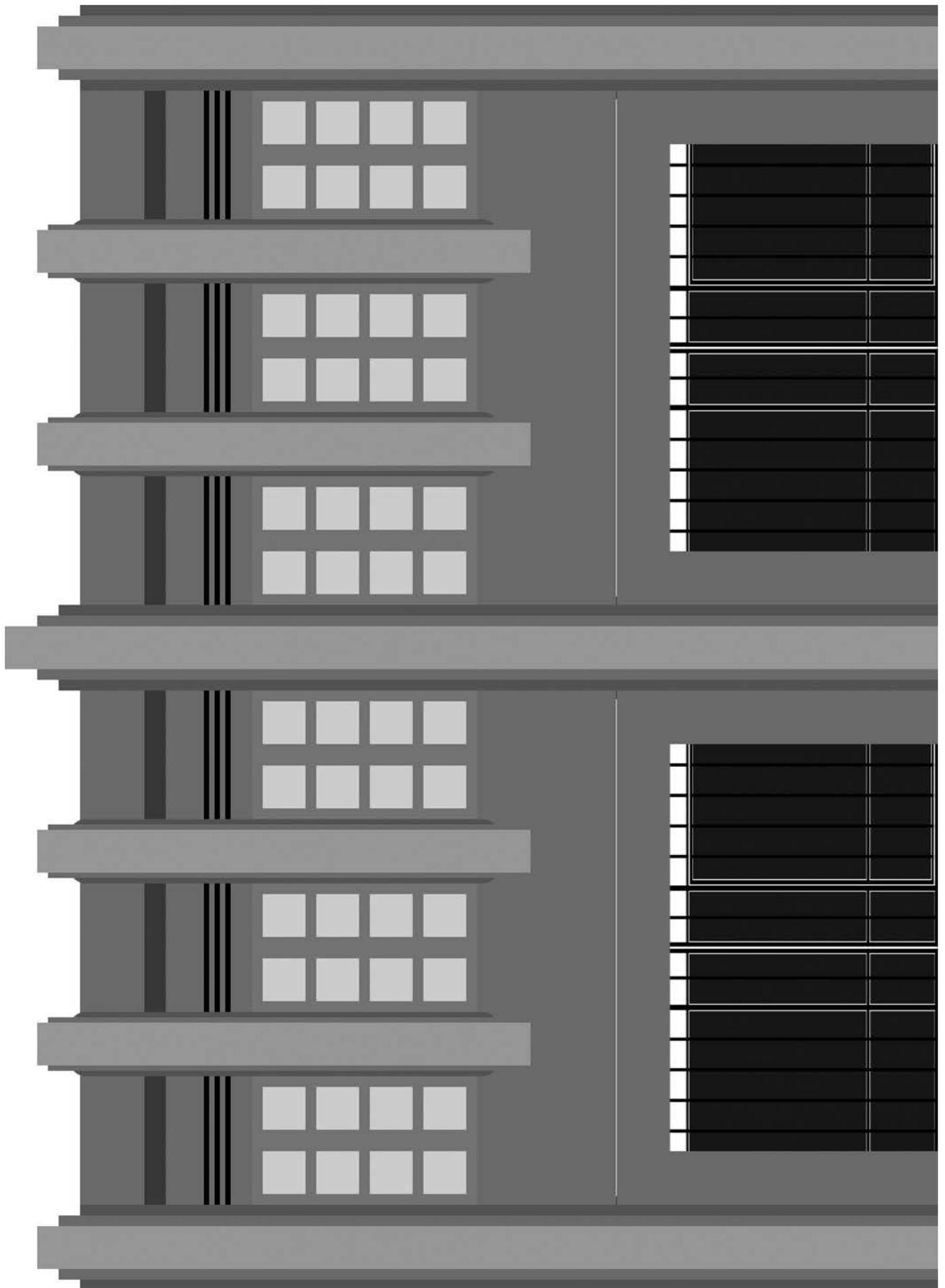












APPENDIX

GALLERY WALK

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Instructors often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Procedure

Step 1: Select the texts (e.g. quotations, images, documents, and/or student work) or graphic materials that you will be using for the Gallery Walk. You can also have students, individually or in small groups, select the text/images for the gallery walk.

Step 2: Organize texts or images around the classroom: Texts/images should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

Step 3: Instruct students on how to walk through the gallery: Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the Gallery Walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts/images on display.

Sometimes instructors ask students to identify similarities and differences among a collection of texts/images. Or, instructors give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a Gallery Walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text/image, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

GIVE ONE/GET ONE

This activity may be used for review of previously presented material or to provide entrée into new material by tapping into students' own prior knowledge. It begins with students partially filling in boxes on a prepared chart by themselves, at the instructor's direction. The instructor designs the chart topic based upon the particular lesson material. The chart may contain six, nine or twelve boxes, depending upon the scope of the material, the age of the students and the time that may be devoted to the activity. As with all activities that require student movement and independent conversation, the instructor should review the rules and requirements with students prior to beginning the activity.

Procedure

Step 1: Students are given Give One/Get One charts. The instructor directs that they fill in the top three boxes individually, at their desks, based on the lessons that they are developing. In the case of the Art Deco lesson in this unit, they might be told to "Write three things that you learned during our Art Deco lessons, or three impressions you have based on the Art Deco information we received." This step should be timed and take only 3-4 minutes.

Step 2: On the instructor's cue, students move about the room asking the other students to give them one of their ideas. They then give one of the ideas from their 3 top boxes. Students move from one student to another repeating this process until all boxes are filled or until the instructor signals for students to return to their desks. Speed is important in this activity, and 5-6 minutes should be the maximum allowed.

Step 3: Once students have finished the Give One/Get One charts, there is a brief Share Out of things they've given and gotten.

QUICK WRITE

The Quick Write activity is used as an accountability tool and also as a way of helping students to access information they already have. It may be used at the beginning of a lesson to have students recall information from previous lessons or from their experience, during the lesson to give students the opportunity to organize their thoughts and recall information just received, or at the close of the lesson to help them to access ideas from the day's lesson activities.

This is not a graded activity. It is not collected or examined by the instructor. The Quick Write remains with the student. However, it should always be followed by a Quick Share, either in student groups or in whole class Share Out. It is very important that the instructor hears what the students are sharing, so as to ensure that the information given is the information learned. It allows instructors to assess student learning in a quick, informal way so that wrong information may be corrected in a timely way, and adjustments in instruction may be made as necessary.

Procedure

Step 1: The instructor poses a question or provides a specific topic. Students are instructed to Quick Write -- that is to write whatever comes to mind about the specific topic, without regard to written conventions of spelling, grammar or sentence structure. This is a brainstorming on paper. It is done individually, without conversation with classmates. There are no right or wrong answers.

Step 2: Student must write for the entire time, usually very short, especially as the activity is just introduced. The instructor might give 1 or 2 minutes at first, letting students know they must keep writing until time is called. On occasion, when time is called, many students may protest that they're not finished. The instructor may extend time by a minute or two, if appropriate.

Step 3: A few minutes should be spent on Class Share Outs. Share Out should also be quick, but as inclusive as possible.

SENTENCE STRIPS

This activity is designed to provide students with conversation or writing starters. The Instructor identifies a number of sentences that are related to the lesson material that can be used independently to motivate lesson/topic appropriate conversation between and/or among students.

If this is a new activity for students, the Instructor may use another sentence (one not given to students) to model the procedure for the class, either using a think aloud or asking students to contribute thoughts to a communal paper.

Procedure

Step 1: Lesson appropriate sentences are duplicated on strips of paper or on individual sheets of paper. The Instructor should develop or select sentences that are open ended and will motivate student thinking. Each student is given, randomly, one or, in some cases, several of these sentences. Students are told to jot down their thoughts with respect to the sentence(s) they have received. The Instructor should give a time limit for “jotting” down thoughts. It is advisable to give a short time for this part of the activity, perhaps 2-3 minutes. Extended times may cause students to come off task.

As students are jotting their thoughts, the Instructor should walk around the room and look at their work, providing a helpful “nudge” or clarification for students as they work. As with most strategies, sometimes students may need a moment more to finish their thoughts. The Instructor may notice this as he/she walks the room. It is fine to “check in” with students as time draws to a close and ask (about 30 seconds before time is up) if students need another minute to finish.

Step 2: After students have completed the written portion of the activity, they are directed to discuss their thoughts with table mates. For this activity, a maximum of four students per group is recommended. The Instructor may provide directions for the conversation, as students take turns talking about their sentences and their thoughts/ opinions. This is also a timed activity where the Instructor walks from group to group and “listens in” on conversations. The Instructor should not contribute to the conversation in any substantive way, but should monitor the activity to ensure that each student participates. If a student is not participating, the Instructor might ask: “What was your sentence about? What are your thoughts?”

Step 3: Instructor led whole Group Share.

TALK-AROUND

This activity is used to facilitate small group discussions while ensuring equality of participation. It may be used with Sentence Strip activity or any activity where each student is required to add his/her thoughts to the conversation. It is important that the instructor models the activity with students before they are asked to do it on their own. While the activity is being implemented, the instructor should walk the room to monitor participation and to ensure that groups are on topic.

Procedure

Step 1: Following a written activity, students in small groups discuss the material before them. In the Sentence Strip activity, students are asked to share their sentences and their thinking in a round table fashion.

- Student 1: Reads sentence aloud to the group and shares one thought from his/her paper about that sentence. The rest of the group listens and does not contribute, except to ask for clarification if needed.
- Student 2, 3, and 4: After the prior student is finished the next student takes their turn to do the same.

Step 2: After round one where each student has shared his/her sentence and one thought, the first student begins the second round immediately, either by sharing another of his/her thoughts about the sentence, or by commenting on another group member's sentence or share from the first round. The conversation continues around the group, with each student, in turn, either sharing more about their own sentences or commenting on another student's sentence or thoughts. The conversation continues around the table, allowing each student an opportunity to present, comment and listen with equality of participation. It is important for each to listen carefully to others in order for the conversation to be full and rich.

While the conversations are taking place, the instructor is walking from group to group, listening, noting ideas, monitoring for relevance, and getting a sense of when to end the activity. It is not recommended that the small group conversation goes much longer than 5 minutes, as some groups may have difficulty staying on task after several minutes. The Instructor can stop the small group discussion to continue in whole group for a few more minutes if the conversation is still active.

Step 3: The Instructor may ask the groups to select a “spokesperson” whose job it is to Share Out two or three points from the group discussion. These points should be agreed upon by the group members and presented as the work of the group, not just the spokesperson (“We thought...” “We agreed...” “We had different opinions...”).

TICKET OUT

A Ticket Out sheet may be used at the end of a lesson or lesson cluster. This is an accountability tool to ensure that students are taking responsibility for the information or material that they are working on during the lesson or unit. It is also a way for the Instructor to quickly get an idea of the way students are retaining information from the lesson. Often it will allow instructors to gain insight into student engagement, learn what “wrong” information students may have picked up, and assess what changes might be necessary in future instruction.

As students become familiar with this tool, the Instructor may inform them at the beginning of the lesson that they will be required to submit the Ticket Out before they leave the room, or move on to another topic. Ticket Out sheets should not be distributed until they are to be used. The Instructor should leave at least 5-6 minutes for the activity.

Procedure

Step 1: The Instructor has planned what kind of questions will be addressed on the Ticket Out for the specific lesson. If possible, the sheets should contain the question(s) and be duplicated for student use so as to save time.

Step 2: Sheets are distributed and students are told to fill in at least one bit of information that addresses the question(s) on the sheet. They should be told not to be concerned with sentence structure, spelling or grammar rules for this activity. They must include their names, the date, and the lesson topic at the top of the sheet.

Step 3: The instructor collects the sheets (or students may deposit them in a box used for this purpose as they leave the room). This is not a “graded” activity, but students must understand that if they fail to hand in a sheet or fail to complete the sheet, there will be some consequence. This consequence might be a talk with the student at the next lesson (for a first missed sheet), up to an extra assignment, a call home, or a negative for the lesson. The consequence sequence is up to the Instructor and will depend upon the rules and management parameters already in place.