

# Field Trips

## Grades 9-12

### Special Exhibition Programs

#### **The Armory Show at 100: Modern Art and Revolution**

**October 11, 2013-February 23, 2014**

In 1913, the International Exhibition of Modern Art came to New York. Organized by a small group of American artists and presented at the Lexington Avenue Armory (and thus nicknamed the Armory Show), it introduced the American public to European avant-garde painting and sculpture. Students will explore this centennial celebration of the Armory Show to learn about the now-legendary event. They will consider not only the visual arts, but music, literature, and early film, as well as the political and economic climate of the time. They will learn how the Armory Show inspired seismic shifts in American culture, politics, and society.

#### **Audubon's Aviary: Part II of the Complete Flock**

**March 24-May 26, 2014**

Take your students on a tour of John James Audubon's beautiful watercolors from *The Birds of North America*, and learn how Audubon became the "patron saint" of the naturalist movement in the U.S. In a tour of Part II of this groundbreaking exhibition, students will study the techniques Audubon used to produce his life-like images and practice the close observation and identification that made Audubon's work not just aesthetically beautiful, but scientifically significant.

### Early New York

#### **Life in New Amsterdam**

Students examine artifacts in our museum collection to learn about the exploration and settlement of New Amsterdam by Dutch colonists, Native Americans, and enslaved people. Authentic objects from the touch collection allow students to imagine life in the 17th century and to compare and contrast it with life today.

#### **The American Revolution in New York**

Students consider the causes, effects, and significance of the American Revolution by learning about its course in New York. Paintings, primary sources, artifacts, and touch objects from our collection bring this dramatic moment in our nation's history to life.

#### **Slavery in New York**

This program examines the important role enslaved people played in the development of New York under Dutch, British, and American rule. Students analyze artifacts, paintings, and primary sources to deepen their understanding of slavery as it was practiced in New York in the 17th, 18th, and early-19th centuries.

## **New York City: Then and Now**

Students examine artifacts, works of art, photographs, and prints from the Dutch colonial period through the early 20th century and compare them to their modern day counterparts. Students come to understand the evolution of the city over time and learn to think critically about their everyday surroundings.

## **The Nation Grows**

### **Immigration: America Begins in New York**

Students explore works of art and primary sources to understand the challenges of traveling to and settling in a new country, and learn the many ways that immigrants shaped our city and nation.

### **New York and the Civil War**

Based on the New-York Historical Society's recently published book *The Civil War in 50 Objects*, this program allows students to consider the causes, effects, and significance of the Civil War through the close observation of paintings, artifacts, and historical documents. Students will analyze and discuss the debates that raged in New York and the nation over slavery, states' rights, and the rights of citizens, as well as the experiences of soldiers on the front.

### **Industrialization**

Students examine works of art and artifacts to learn how the transformation of the city from an agricultural to a manufacturing society impacted New York and the nation. From robber barons to factory workers, they will get to know the New Yorkers who shared the problems and the pleasures of a growing city.

## **Historical Inquiry and Discovery**

### **Learning History Through Paintings**

In this program students learn to read paintings as both works of art and historical texts. By examining portraits, cityscapes, and landscapes, they develop the vocabulary to describe, analyze, and contextualize paintings.

### **Objects Tell Stories**

Students learn to work like historians. They view artifacts from the past—from a waffle iron to an 18<sup>th</sup> century coach—and analyze what they tell us about life long ago. In the process, students develop their visual literacy and critical thinking skills.

### **Being a Historian**

What exactly are historians and why do we need them? During a highlights tour of the museum students experience the kind of work that historians do, from examining an artifact and

discovering its secrets to analyzing a painting for clues about what the world looked like long ago. In the end, they will have to decide: Is learning about the past important?

To book a program, visit

[www.nyhistory.org/ednet](http://www.nyhistory.org/ednet).

If you have any questions, please contact us at

212-485-9293