

Teaching Guide to *Shortcuts* by Jeff Harris

Introduction

Shortcuts by Jeff Harris is a beautifully illustrated, fact-packed page that makes learning fun. Each week, *Shortcuts'* multicultural cast (Juanita, K., Roland, Junior and James) offers facts, riddles, jokes and puzzles to help kids learn about science, geography, animals, food, history and holidays.

Each teaching guide provides ideas for expanding the lesson and creating discussion and learning activities for your students. The grade level for the guides is usually 3rd to 4th, but they can be adapted for use at other levels. The guides are broken down into four areas:

1. Questions for Discussion and Further Study

Designed to help students think and research, not just give one-word answers

2. Activity Ideas

Designed to allow students to be creative and teach themselves

3. Use the News

Designed to have students use the news in studying each topic

4. Quick Quiz

Designed to be adaptable to several grade levels, evaluate students' comprehension and build vocabulary and math skills

You might use the teaching guides in the following ways:

Questions for Discussion and Further Study: Engage the entire class by asking each question aloud and listing the students' answers on the board. Or have them use reference resources to give their own answers to the questions. Allow them to discuss other students' answers after they've researched the topics. Key words or phrases that can help students search for more information are italicized.

Activity Ideas: Give the students a time limit to research their projects, using library or study time. By having the students cite their resources you can check their work; or, alternatively, tell them which resource(s) you prefer them to use.

Use the News: These can be worked on individually but we suggest they work in groups to learn teamwork skills.

- **Quick Quiz:** We suggest you review the quizzes ahead of time and change the phrasing or difficulty level based on the students' abilities.

Shortcuts: CHIPPING AWAY AT MICHELANGELO BUONARROTI

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Objective: After completing the exercises, students should have a better understanding of Michelangelo.

Subject Areas: The following information about Michelangelo will be discussed:

- His mentor's art
- Comparison of all Michelangelo's art
- How is marble sculpted?

Evaluation: Students may be evaluated using the following point scale:

Four points: Information is accurate, organized, shows creative thought/use of materials

Three points: Information is accurate and organized

Two points: Information is mostly accurate; organization needs some work

One point: Significant inaccuracies; lacks organization

Topics for Discussion and Further Study

1. What artworks did Donatello, Michelangelo's mentor, create?
2. What was the "David" created for? Where was it placed originally? Where is it now?

Activity Ideas

- What works of art did Michelangelo make? Make a gallery of reproductions of his work. This activity could involve creating a webpage, poster, mural, report, movie, PowerPoint, etc. Name and date each piece to see the progression on his art.
- Michelangelo used many forms of art, but thought of himself as a sculptor. Here are some videos of the art and craft of marble/stone sculpting:
<http://www.youtube.com/watch?v=LPHGImkONzc>
<http://www.youtube.com/watch?v=PWUuGDovHEI&feature=related>

Use the News

- How much does our society value art? Can you see art in your daily lives? Do you notice it? Read and view your newspaper for articles and pictures involving art. Is your newspaper itself artistic in any way? The fonts? Borders? Layout? Color? Share the art you find in the newspaper with each other in groups, and then with the whole class.

Answers to the Quiz

1.) b, 2.) b, 3.) b, 4.) c, 5.) b, 6.) d, 7.) Fresco, 8.) stars, 9.) 1/4 , 10.) 4

Quick Quiz — Michelangelo

1. Michelangelo was born in Paris, France.
a. True b. False
2. Michelangelo's " _____ " is more than 4 m tall.
a. Jesus b. David c. Peter d. Mary
3. Michelangelo liked to use very soft, muted colors on the Sistine Chapel.
a. True b. False
4. Michelangelo painted the Sistine Chapel in the _____.
a. 1100s b. 1300s c. 1500s d. 1800s
5. Michelangelo painted most of the Sistine Chapel ceiling while lying on his back.
a. True b. False
6. Michelangelo was many things, but not a _____.
a. poet b. architect c. sculptor d. musician

Vocabulary Comprehension

7. _____ is a technique that uses color pigment applied to fresh plaster.
8. The ceiling of the Sistine Chapel was originally painted with blue and gold _____.

Math Comprehension (subtraction, division, addition, fractions)

9. If $\frac{1}{2}$ of a painting was done on one day, and $\frac{1}{4}$ was done on the second day, what fraction is left to do on the third day?
10. Since Michelangelo started painting the Sistine Chapel in 1508, and finished in 1512, approximately how many years is that?