

San Diego Museum of Man Project Kit

Congratulations! You're going to the Museum of Man! Use these project ideas to enrich your educational experience. Read through them before you go to make sure you understand the terms and concepts, and to help you determine if you want to expand upon any of them. **You'll find fun facts and printable worksheets at the end of this packet.**

a- elementary level activity b- middle school level activity c- high school level activity

Language Arts

Language doesn't have to be written. Many cultures use art to express themselves and communicate to one another. Explore the museum's collection of art and sculpture.

- a. Choose one piece. Draw a picture of it and discuss or write about what you think it did or could communicate.
- b. Choose one piece. Write a short story with it as the centerpiece. What was the significance of the piece and how did it help people communicate?
- c. Compare and contrast two pieces. What do their similarities say about the similarities in the way people communicate? What are their differences and why are they important? What are ways or times that these pieces might have been used? Write a short essay with useful details.

Materials required: Notebook, pen/pencil

Submission: A copy of your writings/drawing, and any pictures/videos

Teaching or learning notes:

Applied Math

Many ancient cultures not only used and studied math, but they incorporated math into a lot of their sacred or special works. Find examples of math in the exhibits you visit.

- a. Go on a shape and pattern hunt. Draw and label the shapes you find. Also, draw a representation of at least two patterns you find.
- b. Find one way that a culture incorporated math into an important part of their civilization. Draw a representation of their use and write a paragraph explaining it.
- c. Study one culture and their use of math in more depth. Draw representations of their use of mathematical concepts and write a brief essay on that culture's reverence for and use of math.

Materials required: Notebook, pen/pencil

Submission: Your calculations, estimations, and conclusions, and any pictures/videos

Teaching or learning notes:

Science

Archaeologists have an important job! It's more than just dig up cool things, there is actually a science to it. Explore the world of archaeology.

- a. Visit Adventure Kids in Egypt and learn more about archaeology. What is your favorite part? Would you like to be an archaeologist? Draw a picture or write about your experience.
- b. Learn more about archaeology by examining more closely their work. Why do they have to be so careful? Why are old things so fragile? What kinds of tools do they need? Write about what you find out.
- c. Imagine you are an archaeologist. Where would be your dream dig? Which culture would you want to study and why? How would you go about finding out where to dig? What tools would you need? How long would it take? How would you record what you find? Write a short essay about your imagined adventure.

Materials required: Notebook, pen/pencil

Submission: A copy of your drawings, diagrams, or designs, and any pictures/videos

Teaching or learning notes:

Social Studies

Visit the Race: Are We So Different? exhibit.

- a. Discuss race and what it really is, then draw or write about what you talked about.
- b. What is race? Are we so different? Why or why not? Write about your findings.
- c. Define race and outline its impact in world relations. How do you think things could be better if more people understood race? Write a brief essay or story about race and its impact on the world.

Materials required: Notebook, pen/pencil, smartphone (optional)

Submission: A copy of your writings/drawings, and any pictures/videos

Teaching or learning notes:

FUN FACTS

- The museum traces its origins to the Panama-California Exposition, which opened in 1915 on the occasion of the inauguration of the Panama Canal. The central exhibit of the exposition, "The Story of Man through the Ages", was assembled under the direction of noted archaeologist Dr. Edgar Lee Hewett.
- Field work by Museum staff in the 1930s focused on prehistoric sites of Southern California. Through the efforts of pioneer archaeologist Malcolm J. Rogers, hundreds of sites, many now destroyed by development, were recorded.
- During World War II, the Museum was converted to a hospital, and exhibits and collections were stored.
- In 1994, recognizing that cultural preservation is intimately linked to the environment, the Museum expanded its mission to include human ecology.
- Facing the building, visitors can see the façade's sculpted figures and busts, molded from modeling clay and plaster, in descending order:
 - Junipero Serra, father of the California missions, is the figure located at the top of the frontispiece.
 - Charles V of Spain is the bust below Serra on the right.
 - Philip III of Spain is the bust below Serra on the left.
 - Juan Rodriguez Cabrillo, who sailed into San Diego Bay in 1542, is the figure below and to the right of Serra.
 - Don Sebastián Vizcaíno, a Spanish sailor who named San Diego Bay, is the figure below and to the left of Serra.
 - Gaspar de Portola, the first Spanish governor of Southern California, is the bust below Cabrillo.
 - George Vancouver, an English navigator, is the bust below Viscaino.
 - Fray Antonio de la Ascension, a Carmelite historian, is on the lower right.
 - Father Luis Jayme, Franciscan missionary, is the figure on the lower left.

Two coats of armor appear on the California Building's façade:

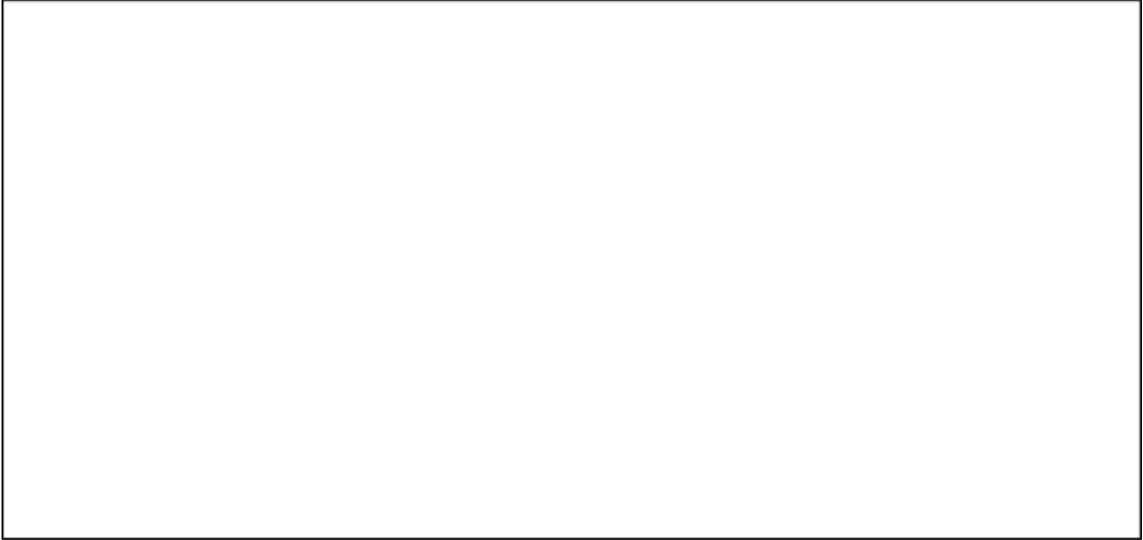
- The Coat of Arms of Mexico is on the upper right.
- The Coat of Arms for the State of California is on the upper left.

The United States Shield is featured at the apex of the façade, above Serra.

- The California Building has been mentioned more often than any other San Diego building in studies of American architecture. The building is included in the National Register of Historic Places as part of the California Quadrangle. And the California Building tower is recorded in the Historic Buildings Survey in the Library of Congress.

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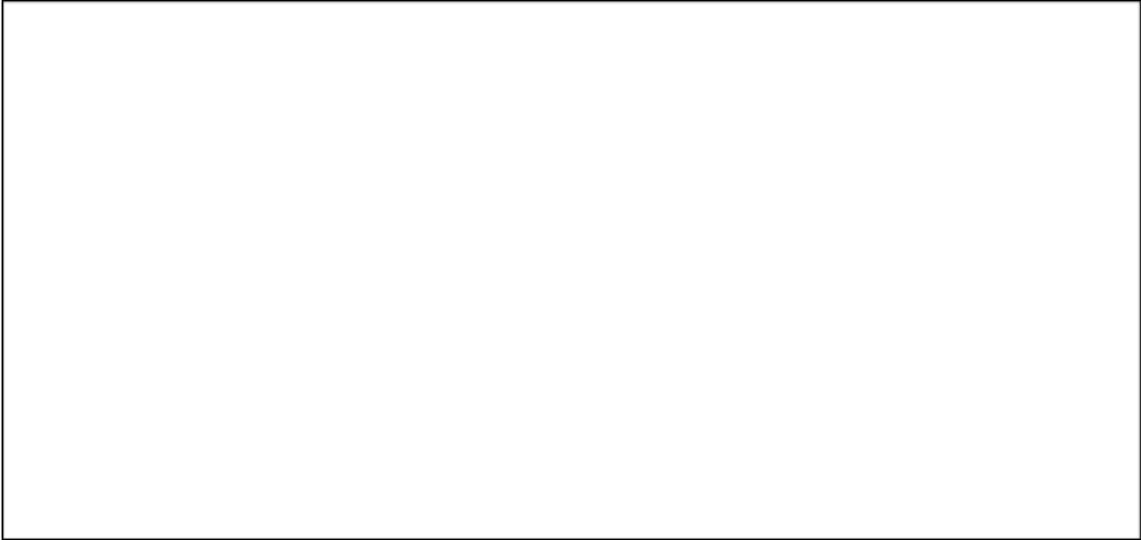
1. Draw a picture of your favorite exhibit at the museum.



2. What is one thing you learned about graffiti?

3. What is one thing you learned about Egypt?

4. Describe or draw an Egyptian artifact.



5. Describe or draw your favorite animal that you saw.



6. What is one thing you learned about cannibals?
