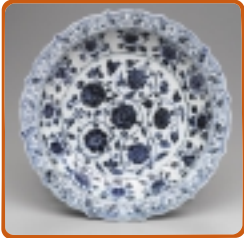


# TEACHING SUGGESTIONS

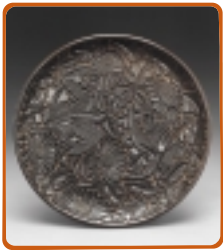
## STUDY QUESTIONS, ACTIVITIES, AND CURRICULUM LINKS\*

### CHINESE OBJECTS



#### Dish with Varied Scrolling Flowers

- Cobalt was imported from Persia (modern Iran) to China along the Silk Route and used to make ceramics. Learn more about this network of trade routes used from around 200 BCE through the 1400s CE and the variety of objects that traveled across Asia. See <http://www.silkroadproject.org> and *The Silk Route* by John S. Major (for children).



#### Lacquer Tray

- Find out more about mythological and actual animals in Chinese folklore, many of which are associated with magical abilities. The heavenly dragon, for example, is mythological and endowed with special powers to bring rain, while the earthly tiger is believed to command the wind.
- Compare this tray with the lacquer wares found in the other DIA Asian galleries and in other museums.



#### Head of a Lion

- Compare this style of lion with the celadon pillow lions from late twelfth century Korea (no. 80.39). Discuss the symbolism of mounts for gods, contrasting the lion with the Cambodian Garuda as a mount for Vishnu (no. 43.419).
- For an image of the Lion of Cangzhou, see <http://www.staff.hum.ku.dk/dbwagner/cangzhou/cangzhou-fg.html>



#### Lobed Bowl Stand

- The stoneware Jian bowl (no. 62.18) is an example of the type of tea ware that would have fit inside this lacquer stand. For another example of lacquer suitable for tea service, see the two-bird tray (no. 80.25).
- Discuss how tea artifacts changed according to fashionable tea customs. Wide Jian bowls were necessary for whipping tea; explore what happened to tea ceramics when steeped tea was introduced in the fourteenth century. Look at tea sets in Chinese groceries and tea stores today. Note that tea practice in Asia, unlike the enjoyment of tea in the West, is a high art requiring training and skill. See  
China: <http://urbandesires.com/1.4/Food/Docs/tea2.html>  
<http://filmmakers.com/indivs/RobertFortune.htm>  
[http://www.enhancetv.com.au/study\\_it/robfort.pdf](http://www.enhancetv.com.au/study_it/robfort.pdf)  
Japan: [http://www.asia-art.net/japanese\\_tea.html](http://www.asia-art.net/japanese_tea.html)  
Korea: <http://www.easterntea.com/tea/panyaro.htm>

# TEACHING SUGGESTIONS

## STUDY QUESTIONS, ACTIVITIES, AND CURRICULUM LINKS (CONTINUED)

### CHINESE OBJECTS

#### Money Tree



- Taoism is rooted in symbols. Learn about some of the symbols for long life and find these images elsewhere in the Asian galleries at the DIA (or in other museums, Chinese restaurants, grocery stores, and Chinatown shops). Also see the films “*Tao: The Harmony of the Universe*” and “*Ch'i: The Arts of China*,” both from the series *Asian Man: China*, Encyclopedia Britannica Education Corporation, 1977.
- Modern good luck charms in the shape of ancient Chinese coins express wishes for luck, prosperity, and wealth. The shapes have remained the same as those used on the money tree, with a round shape representing heaven and a square hole in the center representing earth. Students can become familiar with Chinese coins at the following Web sites:  
<http://www.calgarycoin.com/cast1.htm>  
<http://coas.missouri.edu/anthromuseum/minigalleries/chinesecoins/intro.html>
- Modern reproductions of ancient Chinese coins are available at  
<http://store.yahoo.com/asianideas/chinesecoin.html>
- Other sources about ancient Chinese coins are *Coins in China's History* by Arthur Braddan Coole and *Money and Credit in China, a Short History*, by Lien-sheng Yang.

### KOREA

- Find a flag of Korea. Explore how the ideals symbolized in the flag reflect the cultural traditions of the country as seen in Korean objects from the DIA. The philosophy behind the yin/yang symbol in the center of the flag, for example, is echoed in the lucky symbols found on the ox horn box (no. 1986.3); the symbols in the four corners of the flag representing harmony and balance are seen in the balanced proportion of painting to calligraphy in the plum blossom fan (no. 2000.89); the ideals of order and symmetry making up the design of the flag find their counterpart in the symmetrical form of the twin lions on the celadon pillow (no. 80.39). For an explanation of the flag, see <http://www.pbs.org/hiddenkorea/religion.htm>.

### KOREAN OBJECTS

#### Plum Blossom Fan



- Korea traditionally adopted the writing system of China, and the literati wrote using Chinese script.\* Try to recreate the artist's act of writing by tracing how long the artist used one dip of ink before the brushstroke went dry; check the speed or slowness with which the brush was set down and lifted up; when the artist flicked the wrist or used one smooth motion. Team up and have one of the partners paint an image, the other a poem.

\*Today, Koreans use *Hangul*, a phonetic script developed by King Sejong's court, dating to the 1400s, for most written communication. Chinese characters are sometimes still used for the writing of names and certain scholarly texts.

# TEACHING SUGGESTIONS

## STUDY QUESTIONS, ACTIVITIES, AND CURRICULUM LINKS (CONTINUED)

### KOREAN OBJECTS

#### Ox Horn Box



- Korean furniture and decorative objects are made from natural resources and are designed to fit the country's climate and social conditions. Visit the following Web site <http://www.seattleartmuseum.org/Exhibit/Archive/grandfathershouse/> to see how a traditional Korean house looked and the kinds of objects suitable for use in the women's quarters (such as the ox horn box) and the men's quarters. A strict Confucian separation between the roles of the master and mistress of the house resulted in differences in furnishings.

#### Celadon Pillow



- Pairs of lions have decorated tombs, temples, and homes in Asia for centuries. Today, lions are often seen in front of important buildings in many Asian American communities. Look for examples—a pair of granite lions guard the gate to San Francisco's Chinatown.
- Compare this style of lion with the iron lion head from China (no. 31.281).
- Learn more about ceramic production by reading the children's story *A Single Shard* by Linda Sue Park.

### JAPAN

- The flag of Japan shows a red sun. The Japanese call their country Nippon, which means "source of the sun." Explore how Japan's respect for nature, the seasons, and tradition, as expressed in its national symbol of the flag, is reflected in art and culture. For more images of Japan that link paintings and art to landscape and environment, see the images in "Japan's Winter Wildlife," *National Geographic*, January 2003. See also the Smithsonian Center for Education and Museum Studies, [http://smithsonianeducation.org/educators/lesson\\_plans/japan\\_images\\_people/index.html](http://smithsonianeducation.org/educators/lesson_plans/japan_images_people/index.html)

### JAPANESE OBJECTS

#### Tea Storage Jar



- Learn more about the aesthetics of objects in Japan by exploring the concept of *kazari*, the dazzling effect of extraordinary design. Everyday stoneware jars and bowls, for example, humble in appearance, are transformed from the ordinary to the extraordinary in the context of the tea ceremony—and thus fall into the aesthetics of *kazari*. See *Kazari: Decoration and Display in Japan* by Nicole Collidge Rousmaniere.
- The production of special ceramics for tea ceremonies helped spur the appreciation of ceramics as high art in Japan. In the twentieth century, the famous and eccentric restaurateur Kitaoji Rosanjin made his own ceramics when his collection of ancient wares was destroyed. He called his creations "kimonos for food."

# TEACHING SUGGESTIONS

## STUDY QUESTIONS, ACTIVITIES, AND CURRICULUM LINKS (CONTINUED)

### JAPANESE OBJECTS

#### Hand Scroll



- Different types of Japanese hand scrolls have different purposes—some some illustrate a folk tale or historical account (*monogatari*), others alternate text and pictures (*ekotoba*). Think about today's versions of telling stories with pictures and words—as in picture books, comic books, trading cards, and even film. Compare and contrast them with hand scroll formats.

### CAMBODIA

- In Cambodian mythology, the serpent king (*naga*) was ruler of the land. Snakes are a very real presence in the humid jungles of Cambodia and are often represented in the country's art. See how animals are used in Cambodian art and rendered as real or fantastic creatures.

### CAMBODIAN OBJECT

#### Garuda Sculpture



- Explore how Garuda has gone from legend to national symbol and its use in popular Cambodian culture today. For example, Garuda is the official emblem of the Republic of Indonesia—discuss the symbolism; what other products or services might be named after Garuda (look for examples in popular trading card games).
- Compare the Garuda, mount for Vishnu (Hindu), with the lion, mount for the Bodhisattva of Wisdom, Wenshu (Buddhist)—see Chinese lion head (no. 31.281). Discuss the similarities and differences in size, placement, and function of these religious pieces.

### STUDY QUESTIONS

- Reproductions of art objects seen in museums and galleries continue to be made in China. Look in Chinese grocery stores and import/export shops to see examples of today's handicrafts. What is the range of quality? How do modern examples compare with the works of art that you see in museums?
- Look at botanical gardens or garden stores and catalogues for flowers such as peonies, chrysanthemums, camellias, magnolia, the gardenia, forsythia, and wisteria, Chinese roses and pinks—all were introduced to European gardens from China. How do artistic interpretations compare to real plants?



## TEACHING SUGGESTIONS

### STUDY QUESTIONS, ACTIVITIES, AND CURRICULUM LINKS (CONTINUED)

#### ACTIVITIES

##### **Planning your Visit**

A previsit to the Asian galleries prior to scheduling a school tour is advised in order to ensure that the works of art you want to study are on display.

##### **When to go**

To use the DIA lesson plans in tandem with another class (such as coordinating social studies and art classes), plan your visit to the museum in between the social studies and art lessons. Students will benefit from having a history of Asia's cultures before viewing the works of art in the DIA.

#### CURRICULUM LINKS

**Content ideas have been linked with the most appropriate standards from the Michigan Department of Education's K-12 Curriculum and Standards:**

##### **Standards of Authentic Instruction:**

Higher Order Thinking  
Deep Knowledge  
Substantive Conversation  
Connections to the World Beyond the Classroom

##### **Arts Education Content Standards:**

Visual Arts

##### **English Language Arts:**

Literature

##### **Science:**

Strand III. Using Scientific Knowledge in Life Science  
Strand V. Using Scientific Knowledge in Earth Science

##### **Social Studies:**

Strand I. Historical Perspective  
Strand II. Geographic Perspective  
Strand IV. Economic Perspective  
Strand V. Inquiry

##### **World Languages:**

Standard 6: Linking Language and Culture

For more information about the K-12 Curriculum Standards and MEAP assessment, visit the MDE Web site at [www.michigan.gov/mde](http://www.michigan.gov/mde).