Joslyn Art Museum

Comprehensive Study Lesson Plan

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Theme: Decode Ancient Living

Focus: Qing Dynasty and the Eight-Panel Screen

Objectives:

- Unravel the symbols of ancient times as well as those during the Qing Dynasty.
- Understand how symbols have evolved in the Chinese culture from ancient time to period of the Qing Dynasty.
- Create a culture timeline featuring Chinese and Greek time from ancient to modern time.

After completing this lesson, students will be able to do the following:

- By deciphering ancient times, students will be able to explain how symbols were used in ancient times and how they continue to be used today.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

01 Identifying similarities and differences
02 Summarizing and note taking
03 Reinforcing effort and providing recognition
04 Homework and practice
05 Nonlinguistic representations
06 Cooperative learning
07 Setting goals and providing feedback
08 Generating and testing hypotheses
09 Activating prior knowledge

Resources:

Check out the Teacher Support Materials online for additional resources.

Suggested Materials: Qing Dynasty's Eight-Panel Screen framed reproduction and teaching poster, art supplies, abacus, magnetic compass, example of calculators, theater costumes and/or props, cardstock, images of Chinese and Greek art and architecture, Dragon worksheet, Greek pottery examples.

Vocabulary: abacus, amphorae, amphitheater, ancient, auspicious, bell krater, compass, decode, dragon, dynasty, emperor, enamel, iconography, imperial, lacquer, Manchu, mythology, porcelain, pottery, proportion, rebus, roundel, screen, symbol, timeline, and Zodiac.

Procedure:

- **Engage:** Deconstructing the Dragon. A dragon is a symbol for heaven and the emperor. It has nine physical resemblances. Have students identify them on an image of a dragon. Refer to Engage in Teacher Support Materials for additional information.

- **Art Talk:** Decode Ancient Living using Joslyn's Greek Vases. Refer to Art Talk in Teacher Support Materials for additional information.

- **History:** What is the history of the Qing Dynasty? Refer to the Bibliography and Webology in Teacher Support Materials and the Teaching Poster for additional information.

- **Aesthetics 1:** Symbols. Study Chinese symbols. Start with ancient China. Move on to the Imperial eras. When you get into later Imperial China, specifically Qing Dynasty, discuss how the different periods influenced or did not influence the Qing Dynasty.
• **Aesthetics 2:** Ancient Symbols. Study ancient Chinese symbols and ancient Greek symbols. Compare and contrast the symbols. Discuss any similar themes.

• **Production:** Eight-Panel Screen. Gather around the framed reproduction of the *Eight-Panel Screen* and use the teaching poster to discuss the meaning of various panels. Hand out cardstock and have students fold them like an accordion with eight panels. Students may make it into a birthday card with auspicious wishes for someone or have the panels represent eight important moments in their life. There is also an option for to create a visual glossary so that others may decipher their screen.

• **Close:** Visual Timeline. Have students create a visual timeline featuring Chinese and Greek cultures. Enhance the map by using objects from Joslyn’s collection.

**Extensions:**

• **Cultural Connections:** Study how the same symbol may have different meanings from one culture to another. For example, the swastika is a symbol of good fortune and a rebus (visual pun) for ‘ten thousand,’ however its meaning changed when it was used by the Nazis.

• **Fine Arts 1:** Study the aesthetics of the human form in Chinese and Greek art. Discuss how differently humans are rendered in the two cultures and create drawings in those styles.

• **Fine Arts 2:** The Theatre. Review the roots of ancient Greek Theatre. Study ancient theatre from another culture. Act out scenes or create a model of a theatre.

• **Language Arts:** Radical Rebus. Rebus or “visual puns” are used in Chinese culture. For example the character for bat and the character for happiness are different, but their pronunciations are the same. This is why bats are a symbol of happiness. Now have students create a rebus for their name. A variation could include using a letter in their rebus.

• **Math:** Study ancient calculating tools and research how computing technology has evolved over time. For example, start with the abacus and end on the electronic calculator. What type of calculating tools would the Qing Dynasty use?

• **Science:** The ancient Chinese created the magnetic compass during the Han Dynasty. Study how a compass works and how it is used. Continue studying magnets and their properties. Refer to the Webology for a web site with instructions on how to create a compass similar to an ancient compass.

**Selected References:** Go online to [Teacher Support Materials](#) and review the Bibliography, Webology and Videos.