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Asian Design 2020

Reflections of Art and Architecture

Mini-unit intended for Grade 7, Medieval World History

1. **Rationale:** Usually I teach about Asia at the end of Semester 1, after units on the rise and expansion of Islam and West African empires. This mini-unit will be designed for a “normal” year where students take the full course all year. By the time I would teach this unit students would have spent maybe 5-7 class periods studying the Christian-themed art of Medieval Europe, Islamic styles of the Middle East, and African traditional arts as well as African Islamic architecture. Students would have written several descriptive and comparative paragraphs on art and architecture by this point in the year, and would be familiar with paragraph organization with a claim, evidence, and commentary. They would also be familiar already with the California History Blueprint Sites of Encounter program and analysis of primary sources. As always, these lessons should be adapted as can best meet students’ needs in any given classroom situation or demographic.

2. Skill and content objectives to be addressed:

[California History-Social Science Content Standards \(CA-HSSCS\):](#)

7.2.5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes...

[California History-Social Science Framework \(CA-HSSF\) Guiding Questions:](#)

- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment? (p. 179)
- How did Indian monks, nuns, merchants, travelers, and empires from what is now modern India and other parts of South Asia spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia? (p. 202)
- How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? (p. 205)

[California Common Core State Writing Standards for Literacy in History/Social Studies 6-12 \(CCCS WSH/SS 6-12\):](#)

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

3. Lesson plans:

Lesson 1: How do living spaces reflect the environment and needs of people who build them? (CA HSSCS 5.1, CA HSSF p. 179)

Objective: Students will review the influence of environment and need on the design and location of living spaces and other constructions.

Materials: Images, color printouts of desired images

Time: One class period

Learning activities:

1. Engagement. Upon entering class, each student (or pair, depending on class needs and resources) is given an image. Depending on needs of class, choose from the following options for 5 minutes:
 - Students write (individually in notebook) a detailed a description of their image, including descriptive vocabulary and their ideas and rationale about what they think it reflects.
 - Students discuss with their partner the image(s) they have, using descriptive vocabulary and predictions with rationale as to what they think the image reflects.
 - Students sketch the image in their notebook. (NO TRACING!) They then discuss their image with a partner.
2. Exploration/Connecting. Next student (or pair) will find their “match”: another student or pair in the room should have another image related to theirs. (For example, Mount Fuji and the Japanese pagoda, or the Mongolian steppe and the yurt.) Once they find their match, they should be able to explain to the rest of the class or another group (as a pair or group of 4) how they know these two images are related, focusing on the geography and materials used for construction. If desired for writing practice, students might work together in this group to write a cooperative paragraph explaining these connections, with an argument, evidence, and conclusion. (Add 30 minutes.)
3. Direct instruction. Teacher will project the same images used in class (plus more) and demonstrate how the geography of different places has impacted the ways people live in those places. Focus should be on climate and natural resources. Images include underground and hillside dwellings, high rises, Hakka apartment complexes of China, canal cities, Qilou (shops on street level, living space above,) courtyard homes, Japanese movable walls, Minka homes, and Mongolian yurts. The teacher should lead students in analyzing together the surrounding geography, use of materials/access to resources, and familial and economic priorities reflected by such construction.
4. Closure: Exit slip. Student will write in which of the places they saw they would most like to live and why. They should use the specific details related to geography and living spaces discussed in class.

Lesson 2: How did merchants and missionaries influence the architecture of South-east Asia? (CA-HSSCS 7.2.5, CA-HSSF pp. 202, 205)

Objective: Students will analyze images to find stylistic similarities in Indian and SE Asian religious architecture, and draw conclusions regarding the cause and effect of such influence.

Materials: Access to online materials from [History Blueprint Sites of Encounter Lesson 6.5](#)

Time: Two class periods

Learning activities:

1. Engagement. Teacher projects [attached slide](#) and asks students to write or partner-talk about the questions comparing the two temples (from Sri Lanka and Vietnam.)
2. Connecting. If students have already completed the [Sites of Encounter What's So Hot About Spices? lesson \(6.1\)](#) other lessons from the Calicut unit, or similar lessons on trade, the teacher should project the map and review what students learned previously about the spice trade and explorations around the Indian Ocean. Alternatively, the teacher could project or send out the link to [the Indian Ocean in World History interactive map](#) for students to explore and discuss how products and ideas moved across the region. (Beware- this could add a day to the lesson, depending on the teacher and students.)
3. Exploration/Group Work. The History Blueprint recommends groups complete Venn Diagrams to present to the class. I prefer to have each group create a slideshow presentation with the Venn Diagram on one slide, a map on another, and the images side-by-side on another, and have the group present in a way their classmates can see the images being discussed and connect them to the geography of the region. Students should complete the questions from the Sites of Encounter lesson and be prepared to present them to the class on the following day.
4. Assessment (Day 2). Each group presents their work to the rest of the class. Teacher grades oral presentation skills for accuracy, relevance, organization, and use of academic vocabulary. [Click for Rubric](#)
5. Closure/Synthesis. *How did culture and religion spread across southern Asia, and what architectural evidence do we have to prove it?* Students independently write an argumentative paragraph stating their claim, citing evidence from two sets of images, and a clear conclusion. [Click for Rubric](#)

Lesson 3: How did monks, merchants, and other travelers influence the art of Central and South Asia? (CA-HSSF p. 202)

Objective: Students will analyze images from the San Diego Museum of Art's Binney Collection to find stylistic influences in Indian art from other cultural traditions, and draw conclusions regarding the cause and effect of such influence.

Materials: [PowerPoint presentation](#)

Time: One class period

Learning activities:

1. Engagement/Connecting to Prior Knowledge. Students share paragraphs written for previous lesson's question, *How did culture and religion spread across southern Asia, and what architectural evidence do we have to prove it?* They give partners feedback on content and paragraph structure, including the strength of their claim and evidence. Teacher calls on 2-3 students to share their paragraphs with the whole class. (10 minutes)
2. Connecting/Direct Instruction. Teacher presents PowerPoint lesson using the provided notes. For each slide, teacher should ask students to study the image and consider what they notice. Depending on the class and their prior experience with analysis of art, the teacher might have students sketch a section of the image that appeals to them, make a list of observations, create a T-chart noting what appears to them to be unique to India, and what appears to be influence from another culture they've studied. (30-40 minutes)

Alternative Option: Exploration/Group Work. Instead of presenting to the class, the teacher might prefer to create a copy without the notes, and have students work in pairs to examine the images on a shared computer, discussing for each slide what they think is unique to India, and what they think is influenced by another culture or cultures they've already studied, and why. In this scenario, the teacher should allow about 20-30 minutes for this activity, with the remainder of the time to go over it and confirm or correct predictions as a whole class.

3. Assessment/Closure/Synthesis. *How did travelers and their cultural and religious traditions influence art across southern Asia?* Students independently write an argumentative paragraph stating their claim, citing evidence from three images, and a clear conclusion. [Click for Rubric](#)

Lesson 4: East Asian Architecture: How did Chinese technology and design influence architecture in Korea and Japan, and in what ways were they adapted and changed? (CA-HSSF p. 205)

***Note:** *This lesson may be taught as an introduction to or synthesis following instruction on the histories of Medieval China, Korea, and Japan. It is not recommended without that context. Although it is presented here as a summary final lesson in a series on how art and architecture reflect inter-cultural contact, I would use it after teacher another series of lessons on each of the histories in isolation first, and then look at the connections.*

Objective: Students will analyze images, and draw conclusions regarding the cause and effect of such influence.

Materials: [PowerPoint presentation](#)

Time: One class period

Learning activities:

1. Engagement/Connecting to Prior Knowledge. Students return to paragraphs written for previous lesson's question, *How did travelers and their cultural and religious traditions influence art across southern Asia?* They give partners feedback on content and paragraph structure, including the strength of their claim and evidence. Teacher calls on 2-3 students to share their paragraphs with the whole class. (10 minutes)
*If time is short, teacher may choose to show the last set of images and ask students to write about what looks to them like influence from China and what looks unique to Japan.
2. Connecting/Direct Instruction. Teacher presents PowerPoint lesson using the provided notes. For each slide, teacher should ask students to study the image and consider what they notice. Depending on the class and their prior experience with analysis of art, the teacher might have students sketch a section of the image that appeals to them, make a list of observations, create a T-chart noting what appears to them to be unique to Mongolia, Korea, or Japan, and what appears to reflect influence from China. Focus should include geography, material use, colors, horizontal/vertical orientation, and nature. (20-30 minutes)

Alternative Option: Exploration/Group Work. As previously, instead of presenting to the class, the teacher might prefer to create a copy of the presentation without the notes to share with students on their LMS platform, and have students work in pairs to examine the images on a shared computer, discussing for each slide what they think reflects the native culture of Mongolia, Korea, or Japan, and what they think is influenced by China, and why. In this scenario, the teacher should allow about 20-30 minutes for this activity, with the remainder of the time to go over it and confirm or correct predictions as a whole class.

3. Assessment/Closure/Synthesis. *How did Chinese technology and design influence architecture in Mongolia, Korea, and Japan, and in what ways were they adapted and changed to suit their own environment and culture?* Students independently write an argumentative paragraph stating their claim, citing evidence from three images, and a clear conclusion. [Click for Rubric](#)

Lesson 5/Summary: How do the art and architecture of a culture reflect their values? (Compare visual art of India, Japan, Africa, and Europe)

Content Objective: Students demonstrate understanding of both the unique and varied cultures and the increased inter-connected nature of South and East Asia during the Middle Ages, as reflected in their art and architecture.

Language Arts Objective for Content Studies: Students...

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events... or technical processes.

This lesson should serve as an assessment piece for both historical analysis and writing in the content area. Students should be able to write a multi-paragraph essay with specific examples from the images they have studied, and citations from their textbook and other class instruction to support their claim.

[Click for rubric](#)