

Title of Lesson Segment: Ming Dynasty furniture
Overarching Concept for the Lesson/Unit: Harmony

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Question: How can we define harmony? What makes harmony important or desirable? Who defines harmony in the case of an artwork, the creator or its audience? Is harmony found in the end result, or in the process of creation? How does material fit into the idea of harmony?

Standards:

VA:Cr2.3.HSIII

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Re7.2.HSIII

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

VA:Cn11.1.HSIII

Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Objectives: Students can compare events happening in other parts of the world during the Ming dynasty. Students can discuss characteristics of Ming dynasty furniture. Students can describe aesthetic features of wood by creating an observational drawing of wood grain. Students can interpret the mortise and tenon joint by creating a prototype piece of furniture out of recycled and found materials.

Sample:
attached

Resources:

Language Demands: Describe, compare, interpret

Vocabulary:

Ming Dynasty -
wood grain -
huanghuali -
zitan -
mortise and tenon -
joinery -
extant -

Language Supports: word maps, comparison timeline, discussion, handout, template

Introduction/Motivation:

Teacher will present the big idea of 'harmony' and ask the students to come up with synonyms for the word and ask essential questions to encourage discussion, using a mind map. Teacher

will introduce class to the Ming dynasty with a powerpoint presentation. Teacher will then have students build a diagram comparing what is happening in China to what is happening elsewhere in the world during the time of the Ming dynasty.

Content Paper:

powerpoint presentation attached

Instructor's Procedures: (any of these may take multiple class periods)

Day 1

1. The teacher will present the big idea of harmony and ask the students to come up with synonyms for the word and ask essential questions to encourage discussion, using a mind map.
2. The teacher will introduce the class to the Ming dynasty with a powerpoint presentation.
3. The teacher will then have students build a diagram comparing what is happening in China to what is happening elsewhere in the world during the Ming dynasty.

Day 2

1. The teacher will show students an example of each of the valuable types of wood that Ming furniture is made from. Ideally, the teacher will have physical examples, but if not, some good images can be found on the internet.
2. While showing the wood examples, the teacher will explain some of the characteristics and properties of the types of wood.
3. The teacher will then ask the students to make a careful study of the wood grain on paper that is provided. The teacher should offer a variety of supplies for this activity such as pencils, colored pencils, charcoal, watercolors, etc.

Day 3

1. The teacher will introduce the mortise and tenon joinery concept by passing around physical examples of the joint or showing images of the joint.
2. The teacher will present the materials that students will need to make their mortise and tenon structures.
3. The teacher will ask the students to plan their structures, and check to make sure their plans have an example of mortise and tenon.
4. Once plans are approved, the teacher will encourage the student to start their construction, using the paper towel rolls and cardboard pieces. The teacher may offer a template for using the paper towel roll.

Day 4

1. The teacher will allow students to do any last-minute finishing.
2. The teacher will ask students to present their structures.
3. The teacher will record this presentation and ask the appropriate assessment questions, which have to do with describing its features, pointing out the mortise and tenon joint, and ideas about harmony.
4. The teacher will then have the students write a final reflection by returning to the essential questions offered at the beginning of the lesson.

Materials and Materials Management:

sticky notes

drawing paper 4"x6" or recycled paper bags

assortment of mark-making supplies (pencils, colored pencils, charcoal, paint, etc.)

at least 3 paper towel rolls for each student

supply of cardboard

scissors

masking tape

Student Procedures:

Day 1

1. Students will come up with synonyms for the word harmony and use the essential questions to create a mind map and discuss ideas.
2. Students will observe a powerpoint presentation about the Ming dynasty.
3. Students will build a diagram comparing what is happening in China to what is happening elsewhere in the world during the Ming dynasty.

Day 2

1. Students will observe and handle examples of the wood that was commonly used to make Ming furniture.
2. Students will listen and see what some of the characteristics and properties of the types of wood are.
3. Students will observe closely and make an observational study of the wood grain on paper that is provided. Students should choose from a variety of supplies for this activity such as pencils, colored pencils, charcoal, watercolors, etc.

Day 3

1. Students will pass around and observe an example of mortise and tenon joinery.
2. Students will be introduced to the materials that they will use for this activity, such as paper towel tubes and cardboard.
3. Students will plan their structures, and check to make sure their plans have an example of mortise and tenon included.
4. Once plans are approved, students will start their construction, using the paper towel rolls and cardboard pieces. Students may offered a template for using the paper towel roll, if desired or required.

Day 4

1. Students will do any last-minute finishing that is required.
2. Students will present their structures to the rest of the class and the teacher.
3. During this presentation, students will be recorded and asked the appropriate assessment questions, which have to do with describing their project's features, pointing out the mortise and tenon joint, and the student's ideas about harmony.
4. Students will write a final reflection by returning to the essential questions offered at the beginning of the lesson.

Closure/Review:

At the end of the lesson, the teacher will ask the students to write a final reflection using the essential questions offered at the beginning of the lesson as a guide and framework. The students will of course be encourage to go beyond that.

Variety of Learners:

Instructions for the joint activity can be provided by video to allow to students to work at their own pace.

An alternative to the observational drawing of wood grain would be to paint colors directly onto the wood boards that have a lively grain.

A template is provided to make the towel rolls easier to cut and fashion into a mortise and tenon joint.

Towel rolls can be bent so that they are rectangle-shaped.

Students can choose to work together in groups.

Students can go beyond making one joint and make a self-supported structure, or a structure that can support additional weight

Assessment Questions:

video interview: Show me where the mortise and tenon joint is and how did you choose to use it. Describe the structure that you made. Do you feel that you achieved harmony? If so, how? If not, what might you do differently?

reflection: Ask the essential questions again after completing the lesson, using examples from participating in the lesson.

Assessment Instrument:

observation - mind map, timeline

discussion

video interview

reflection