

Honolulu Museum of Art

ART OF THE ANCIENT WORLD

9.18.13

DOCENT GUIDE

1.5 HRS

GRADES 6

Life Long Understanding

One learns about other cultures and time periods from objects. Diverse cultures have common beliefs, concerns and practices.

Tour Goal

Students will see various media (mosaic, sculpture, jade, bronze, clay objects) from the ancient cultures of the Mediterranean and Asia (Indian, China, Japan, Egypt, Greece and Rome) They will consider the importance of art in communicating the powers of rulers, the stories of the gods, or beliefs of the afterlife.

Rotations

Everyone begins at one of the courtyards below for the first 10 minutes to discuss journal and gathering information from objects.

10 min – Asian, Kinau, Banyan, Central Courtyards

20 min – Gallery 1 Egypt, Greece, Rome

20 min – Gallery 17 China

20 min – Gallery 20/18 Japan and Buddhism

20 min – Gallery 23 India

Required Works of Art

Gallery 1

Cycladic
Mosaic
Egyptian relief
Hercules

Gallery 17

Amphora/jade bi
Bronze mirrors and ding
Tang guardian figures

Gallery 18/19

Jomon pots
Haniwa

Ghandaran Buddha
Apsara
Bodhisattva painting

Gallery 23

Yakshi
Yaksha
Surya

Beginning Rotation

Pass out required booklet and pencil.
Have students add their names to their booklet.

Explain how they can write their observations in the booklet in the gallery or back in the classroom.

****In each gallery, let the students find ONE work of art and complete the sketch. They may find different objects. Then discuss the ones they are most interested in. Just be sure to point out all of them so back in the classroom, they will all have seen everything.**

Remind them of rules (no touch, keep 1 foot away from art, don't point with pencils, etc.)

Find out what they are studying and what they hope to see. This will help you craft their tour to their interests.

Discuss the discovery of objects from the ancient worlds.

Tools used

Where objects are found

How we analyze objects to understand old cultures and places

How age is determined

Show them the map. Get familiar with ancient locations.

TOUR CONNECTIONS

Writing

Implements, paper, papyrus, metal

Languages – Hieroglyphics, Greek, Chinese, Sanskrit.

Purpose – What does this piece say to me?

Funerary, fertility, beliefs, protection, the unknown

Finding objects – Tools, working carefully, document findings

Gallery 1

Gallery Goal

Burial objects teach us about the past beliefs and lifestyles.

Required Works of Art

Cycladic

Mosaic

Egyptian relief

Hercules

Tour Bag ??? Not available yet

Cuneiform

Cylinder seals – to roll and see

Papyrus

Activity:

**In each gallery, let the students find ONE work of art and complete

the sketch. They may find different objects. Then discuss the ones they are most interested in. Just be sure to point out all of them so back in the classroom, they will all have seen everything.

Discussion:

Decipher the objects.

How do these objects speak to us?

What is it saying to me?

How does the object tell us about When, Why, Purpose and Beliefs of the culture

Where was it found? How – tools

Where were materials from? Local or imported? Why?

Are broken objects and fragments valuable?

Can we still learn from them?

Have them notice how the human figure changes with technical ability of the culture, development of tools, materials available.

Egyptian tombs

Greek and Roman sculpture and homes

Catacombs

Gallery 17

Gallery Goal

Burial objects teach us about the past beliefs and technologies.

Required Works of Art

Tomb Treasures: Amphora/jade bi

Bronze mirrors and ding

Tang guardian figures, polo ponies

Activity:

******In each gallery, let the students find ONE work of art and complete the sketch. They may find different objects. Then discuss the ones they are most interested in. Just be sure to point out all of them so back in the classroom, they will all have seen everything.

Discussion:

Import materials (jade)

Develop technology – clay, glazes, metal, paper, compass,

Silk Route (polo ponies)

Blue and white – import from Central Asia

Gallery 18/20**Gallery Goal**

Religious objects and burial objects teach us about the beliefs of the past and how these beliefs were exchanged.

Required Works of Art

Jomon pots

Haniwa

Ghandaran Buddha

Apsara

Bodhisattva painting

Activity:

**In each gallery, let the students find ONE work of art and complete the sketch. They may find different objects. Then discuss the ones they are most interested in. Just be sure to point out all of them so back in the classroom, they will all have seen everything.

Discussion:

Taoist belief in afterlife

Silk road as a means to spread religion

Kofun Emperor tombs with Haniwa

Chinese caves

Japanese vessels

Gallery 23**Gallery Goal**

Through temple objects one learns about universal needs for life (fertility, sun and water and power over evil)

Required Works of Art

Yakshi
Yaksha
Surya
Naga

Activity:

**In each gallery, let the students find ONE work of art and complete the sketch. They may find different objects. Then discuss the ones they are most interested in. Just be sure to point out all of them so back in the classroom, they will all have seen everything.

Discussion

Conclusion

*How do we find objects to help us understand the past?
Can objects help you understand a culture from the past?*

How will our civilization be interpreted in the future?

Benchmarks

6	SS.6.3.1	Examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley
6	SS.6.3.2	Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies
6	SS.6.3.3	Compare classical societies, including China

		during the reign of Han Wudi; Maurya India under Ashoka; Greek city-states under Pericles; and the Roman Empire under Augustus
6	SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam
6	SS.6.3.5	Compare post-classical societies, including China at the time of Tang Taizong, the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne, and the Mali Empire at the time of Mansa Musa
6	SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies
6	SS.6.3.7	Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He
6	SS.6.3.8	Explain the impact of the Renaissance and the European voyages of exploration