

Visual Representations of Cultures Across Time

Chester Academy

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Visual Representations of Culture Across Time

Using SMART Boards and LCD Projectors to Support Visual Literacy in Understanding Social Studies Content

Grades: Middle School Grade 6-7
Disciplines: Social Studies and Art

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Essential Question:

How have societies used works of art and graphic design to influence public opinion of political regimes across time and cultures?

Overview of Interdisciplinary Unit:

In this unit, Smart Boards and LCD projectors were incorporated as routine classroom tools to support visual literacy and understanding of social studies content. Students learned to critically analyze cultural and media images to determine their connections to various governments across cultures and times. In art, students developed basic visual literacy skills through viewing, analyzing, and interpreting visual art from various cultures, including examples of fine art, commercial art and propaganda. In sixth-grade social studies, students used these skills to compare and contrast visual images from modern America and Ancient Egypt. Through this research of symbolism and analysis of imagery, students developed skills to interpret the relationship between visual images and governments. In seventh-grade social studies, students used their understanding of visual images to evaluate the connection between religion and government in Ancient China. Students researched Chinese belief systems and their respective visuals through Chinese festivals and burial customs. In both sixth and seventh grade classes, students demonstrated their learning by creating and presenting interactive PowerPoint presentations on SMART Boards to their classmates.

Content Standards : (NH Curriculum Frameworks)

Social Studies

SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales.

SS:WH:8:1.2: Analyze the influence of religious groups on political systems.

SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.

Art

Visual Art Standard 4 (By grade 8)a: Analyze the visual arts in a relation to history and culture; compare the characteristics of works of art representing various cultures, historical periods, and artists.

Visual Art Standard 4 (By end of grade 8) d: Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

Visual Art Standard 6 (By end of grade 8): Make connections among the visual arts, other disciplines, and daily life; compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes.

Technology

ED 306.42(ICT)(a)(2)e: Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subject of: Social Studies, including civics, government, economics, history, and geography.

ED 306.42(ICT)(a)(3)e: Use 21st century tools to develop cognitive proficiency in spatial/visual literacy.

ED 306.42 (ICT)(a)(4)b: Use 21st tools to develop technical proficiency at a foundational knowledge level in software applications.

ED 306.42(ICT)(a)(5)c.3.: Use 21st century tools to create digital portfolios which include such digital artifacts as student work.

Grant-Funded Technology Materials:

- Smart Boards and software
- LCD projectors

Detail of Activities

(Lesson Plans, Handouts, Worksheets, Rubrics—see attachments)

Notes for future application of this Unit

- Teachers wishing to replicate this unit, would be well advised to first be trained on how to use the Smart Board and Power Point software.
- As a time saving method, information packets on each of the images with pertinent information would be helpful to students. With an information packet students would be less likely to “surf” the internet as much as they might without it.

URLs and other resources:

Ennes, W., and C. Thomas, Integrating Visual Thinking Strategies into Educational Web Resources. In J. Trant and D. Bearman (eds). Museums and the Web 2007: Proceedings. Toronto: Archives & Museum Informatics, published March 31, 2007 at

<http://www.archimuse.com/mw2007/papers/ennes/ennes.html>

http://ocw.mit.edu/ans7870/21f/21f.027j/menu/vc_intro.html

<http://www.vue.org/whatisvts.html>

<http://www.NortheastCulturalCoop.org>

<http://www.oberlin.edu/amam/asia/>

<http://eastasia.wisc.edu/K16Outreach/japan-chazenresource4-14.pdf>

http://edsitement.neh.gov/view_lesson_plan.asp?id=349

http://edsitement.neh.gov/view_lesson_plan.asp?id=418

<http://edsitement.neh.gov/>

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Middle School Art Lesson Plan: 1000 Word Pictures

Description:

In this 4-7 class series of activities, students will develop basic visual literacy skills through viewing, analyzing, and interpreting visual art from various cultures, including examples of fine art, commercial art and propaganda. Classroom technologies (computer, internet images and LCD projector) allow students to view images as a class and collaboratively discover the content and possible meanings of the images, as well speculate about the motivations for creating them. The foundation to this lesson is the VTS (Visual Thinking Strategies, www.vue.org) method where students collectively look at visual images, and the teacher facilitates discussion so students may construct responses to the questions: “What is going on in this picture?, What do you see that makes you say that?, and What more can we find?”. This set of art lessons in visual literacy may be used independently but were designed to correlate with lessons in middle school social studies to support understanding of governments in Ancient Egypt and Ancient China through visual images.

Why Relevant to Students?

People in the 21st century are immersed in visual culture, and learning to critically analyze and find meaning in visual images helps students to make sense of their world. By inviting students to work collaboratively, this method of presentation leverages the importance of social exchange among middle schoolers as they construct meaning in and through visual images.

Critical Skills and Higher Order Thinking

Analytical thinking, metaphorical thinking, communication, empathy, collaboration, observation, evidential reasoning

Daily Sequence: Essential questions and activities

1. How can artwork tell a story?
 - Facilitate class discussion on meaning of “A picture tells a thousand words.”
 - Project image of artwork and facilitate class discussion based on questions from attached worksheet, “A Picture Tells a Thousand Words.”
 - Suggested visual examples: *Bootleggers* by Edward Hopper, *The Scream* by Edvard Munch, *Wedding Day* by Marc Chagall
2. How can artworks inform us about cultures and governments?
 - Show PowerPoint presentation of Ancient Egyptian pyramids and samples of government architecture of Washington, DC.
 - Ask students to compare and contrast characteristics of the architecture and types of governments. Ask students to hypothesize the meaning in the visual designs as related to the culture.
3. How can artworks influence our thinking and feelings about political events?
 - Project image of artwork; ask students to work in pairs to critically look at work and write answers to questions in worksheet. Share answers with class.
 - Suggested visual examples: *Guernica* by Pablo Picasso; *US, Russia WWII propaganda posters*; *China’s Cultural Revolution propaganda posters*.
4. What is the difference between fine art and commercial art?
 - Project images to class and facilitate discussion, following process outlined in worksheet.

- Commercial art images and propaganda: what is the message? Facilitate discussion and record responses to: what kinds of things can we promote in advertising campaigns?
 - What makes a successful advertisement?
 - What strategies are used to get our attention?
 - What strategies are used to influence our feeling?
 - How can we tell if an artwork or visual media is intended to influence our thinking/feeling about something?
 - Suggested visual examples: vintage and contemporary advertisements i.e. http://sirismm.si.edu/archivcenter/ivorysoap/ivory_0300600037.jpg, [http://www.vintageadvertisingprints.co.uk/images/M/MRoyal-Vinolia-Toothpaste-\(AA_1_6_178\).jpg](http://www.vintageadvertisingprints.co.uk/images/M/MRoyal-Vinolia-Toothpaste-(AA_1_6_178).jpg); virtually any contemporary advertisement i.e. <http://www.nytimes.com/2006/08/30/business/media/30adco.html>
5. Possible extensions:
- How has visual media of changed over time?
 - Analyze video media as visual art form and advertisement (sample video public service advertisement produced by Ad Council.org)
 - Design/produce original advertisements in choice of visual media (print, photography or video)

Supports and Resources

Worksheet: "A Picture Tells a Thousand Words"

PowerPoint presentation of images

See also:

Ennes, W., and C. Thomas, Integrating Visual Thinking Strategies into Educational Web Resources. In J. Trant and D. Bearman (eds). Museums and the Web 2007: Proceedings.

Toronto: Archives & Museum Informatics, published March 31, 2007 at

<http://www.archimuse.com/mw2007/papers/ennes/ennes.html>

http://ocw.mit.edu/ans7870/21f/21f.027j/menu/vc_intro.html

<http://www.vue.org/whatisvts.html>

<http://www.NortheastCulturalCoop.org>

<http://www.oberlin.edu/amam/asia/>

<http://eastasia.wisc.edu/K16Outreach/japan-chazenresource4-14.pdf>

http://edsitement.neh.gov/view_lesson_plan.asp?id=349

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<http://edsitement.neh.gov/>

<http://www.adcouncil.org>

Visual Representations of Culture Across Time

Sixth-Grade Social Studies Lesson Plan

Day 1:

- Writing Prompt: If I were a king, what would I have built, painted, worn to make myself look important to my subjects?
- Review responses.
- Brainstorm with students what Ancient Egyptian kings created to make themselves look important and gain support. (Pyramids, Sphinx etc.)
- Introduction to PowerPoint project: Comparing and Contrasting Modern American Images to Ancient Egyptian Images. Students will learn the directions and the expectations for the PowerPoint project. American and Egyptian images will be chosen, and questions to guide the students will be given. Any questions related to the project will be answered.

Day 2:

- American Images presentation: Images of Ronald Regan, the White House, the American flag, the Statue of Liberty, and the American eagle were shown through the LCD projector onto the Smart Board. As students watched the presentation they were asked the following questions:
 - What words or images come to mind when you see this picture?
 - What does this image mean to you?
 - What do you think this is a picture of?
- After you have discussed each of the images, show the American/Egyptian images slide.
 - Review the Egyptian images, describe them and what they meant to the ancient Egyptian people. Images include: The Great Pyramid, the Sphinx, the cobra, a pharaoh, and an image of the sun god Ra.
 - Have a student volunteer to come to the board and match the images that “go together”
 - Images that will naturally pair together:

Cobra & Eagle,	Ronald Regan & the pharaoh,
Great Pyramid & White House	Sphinx & Statue of Liberty
American Flag & sun God Ra	
- Students will then partner-up and choose the pairings that they will research, and then compare and contrast.

Day 3: Review Power Point software.

Students will learn how to manipulate the Power Point software to create their own presentation including the following techniques: button, transition, inserting an image, and sound. As a class create a three-slide presentation on a subject of their choice, that will include all of the required elements.

Days 4-5: Students will use two class periods to research their images using the project question to guide them.

Days 5-6: Students will use two class periods to create their power point presentations using the Power Point project template as a guide.

Day 7-8: Students will show their presentations on the Smart Board and will be graded using the attached rubric.

Visual Representations of Culture Across Time

Seventh-Grade Social Studies Lesson Plan

Activity 1:

- Writing Prompt: What do you know about Chinese customs and traditions?
- Have students share prior knowledge in class discussion. Write student answers on the white board. Discuss customs and traditions and connections between them and Chinese belief systems.

Activity 2:

- Read students the legend about the naming of the animals in the Chinese zodiac. Talk about the differences between the Chinese zodiac and the Western Zodiac.
- Have students go on the mobile lab computers and go to Chinese zodiac page. Students will research their zodiac and write out their personality traits.
- Students will then research their Western Zodiac and compare the two.

Activity 3:

- Introduce students to the Chinese New Year. Talk about the Chinese lunar calendar and the western solar calendar and show students the differences on the SMARTBoard. Ask students to explain why the Chinese New Year is not on the same date as the western New Year.
- Read excerpts from *The Good Earth*, by Pearl S. Buck; *RiverTown: Two Years on the Yangtze* by Peter Hessler; and *Dragonwings*, by Laurence Yep.
- Have each group of students come up with a list of New Year customs and traditions that are described in each excerpt.
- Have students take turns sharing their lists, and discuss as a class what the Chinese New Year is like.
- Ask students to describe the different beliefs that are associated with the Chinese New Year customs and traditions, and how they compare to ours. Write the comparisons on the SMARTBoard.

Activity 4:

- Have students research other Chinese Festivals and the legends and myths associated with them. Each student group will research one festival and create a PowerPoint Presentation about their research. Their PowerPoint Presentation will include their research and visuals that support their research, and will be shown on the SMARTBoard. The following celebrations will be researched: Dragon Boat Races, Clear Brightness Festival, Mid-Autumn Moon Festival, Lantern Festival and the Chinese New Year. Each group will get the following list of questions that need to be answered during the course of their research:

Dragon Boat Festival

What are the customs associated with this festival?

Who is Qu Yuan, and what did he do?

What does he have to do with the festival?

What is Zhong Kui?

What kind of food do they eat during this festival?

Clear Brightness Festival

What do they do during this festival?

What is fenshui?

What are the origins of the festival? (How did it start?)

What is a pagoda, and what are they for?

What is the role of kites in this festival?

What do they sacrifice and who are the sacrifices for?

What food do they have during this festival?

Lantern Festival

When is the festival?

What do they do during this festival?

What are the origins of the festival? (How did it start?)

What do they do with the lanterns, and what are they like?

What kind of foods do they eat for this festival?

Chinese New Year

What is the kitchen god and what does he do?

What is hongbao?

What happens on each day of the New Year Celebration?

What is the legend of Zaojun, and what does it have to do with the Chinese New Year? What foods are associated with this festival?

Mid-Autumn Moon Festival

When is this festival and what is the celebration like?

Who are Hou Yi and Chang E and what do they have to do with the festival?

What did Liu Bowen have to do with this festival?

What do mooncakes have to do with this festival?

What kind of food is associated with this festival?

Chongyang – Double Ninth Festival

When is this festival and what is the celebration like?

What is the origin of the festival?

What are the different tales associated with this day?

What is the food like on this day?

- As students present their presentations, students will fill out a worksheet on the research projects.
- When presentations have been shown and questions answered, students will engage in a discussion of their knowledge about Chinese belief systems including the role of ancestors and mythical characters in their life.
- Web sites used with this activity:

. http://chineseculture.about.com/library/weekly/topicsub_festival.htm

. <http://www.chinatown-online.co.uk/pages/culture/festivals.html>

. <http://www.chinapage.org/>

- <http://www.iub.edu/~easc/holidays/china/china.html>

In between Activity 4 and Activity 5, the students will read from the Houghton Mifflin Social Studies Text Book *A Message of Ancient Days*. They will read about the Shang, Zhou and Qin Dynasties and discuss concepts like the Mandate of Heaven, ancestor worship, and their beliefs about the afterlife.

Activity 5:

- Students will participate in an interactive SMARTBoard presentation on ancient Chinese burial customs. The presentation will include the following web sites:
<http://www.ancientchina.co.uk/tombs/explore/tombmound.html>
<http://www.discovery.com/googleearth/index.html?playerId=219243115&categoryId=219535196&lineupId=44147238&titleId=17041268>
The presentation will also include examples of Chinese artifacts that have been found in tombs from various dynasties.
- As students participate in the presentation, the class will be discussing the various roles of the different artifacts from the tombs. Students will answer questions about why different rulers had different artifacts in their tombs, reflecting their different beliefs about their afterlife.
- Students will draw a tomb that might have been used by a ruler in ancient China. They need to use color in their illustration, and they need to have an explanation of all of their artifacts included in their tomb. The explanation must include what the object is and why it is in the tomb.
- Students also need to answer the following two questions: How were the rulers beliefs reflected in the design of the tomb? How were his beliefs reflected in how he ruled his people?

ADDITIONAL RESOURCES FOR SEVENTH GRADE

The legend of the zodiac animals

Multiple versions of this legend exist. In one, Buddha chooses the twelve animals for the zodiac; in another, the choice is made by a wise man. In this telling, Chinese gods are responsible. In some versions the race is on land; here it takes place across a river.

Tradition has it that for years the animals argued about who should be part of the calendar and in what order. Finally, the Chinese gods decided to have a contest. They instructed all the animals to line up on the bank of a river. Their order in the calendar would be determined by the order in which they made it safely across the river. The cat was absolutely horrified. Swim across a river? How was he supposed to do that? The ox was worried, too, but for a different reason. With his poor eyesight, would he find his way across? The rat was ready to solve both their problems: he suggested that he and the cat ride on the ox's back and guide him across. The plan appeared sound. However, partway across, the rat shoved the unsuspecting cat into the water. The ox, steady and hardworking by nature, didn't notice the commotion. Just as he made it ashore, the rat leaped off his back and raced to the finish line. He was first. The ox came second. Other creatures followed: tiger, rabbit, dragon, snake, horse, ram, monkey, rooster, and dog. The lazy pig came last. The cat, still in shock at even one paw having come in contact with water, finished too late to even be part of the calendar. Ever since then, he has considered the rat his sworn enemy.

Excerpt from *The Good Earth* by Pearl S. Buck, describing New Year traditions

*Pearl Buck (1892–1973) was born in the United States, but her parents took her to China, where they worked as missionaries, when she was an infant. Except for her years in college, she lived in China until 1933. She wrote many articles and stories about China, which were published in American magazines between 1923 and 1931. In addition, she wrote about one hundred books. She is best known for *The Good Earth*, her novel about a peasant family. In 1938 she was the first American woman to be awarded the Nobel Prize in literature for her novels about China.*

The New Year approached and in every house in the village there were preparations. Wang Lung went into the town to the candle maker's shop and he bought squares of red paper on which were brushed in gilt ink the letter for happiness and some with the letter for riches, and these squares he pasted upon his farm utensils to bring him luck in the New Year. Upon his plow and upon the ox's yoke and upon the two buckets in which he carried his fertilizer and his water, upon each of these he pasted a square. And then upon the doors of his house he pasted long strips of red paper brushed with mottoes of good luck, and over his doorway he pasted a fringe of red paper cunningly cut into a flower pattern and very finely cut. And he bought red paper to make new dresses for the gods, and this the old man did cleverly enough for his old shaking hands, and Wang Lung took them and put them upon the two small gods in the temple to the earth and he burned a little incense before them for the sake of the New Year. And for his house he bought also two red candles to burn on the eve of the year upon the table under the picture of a god, which was pasted on the wall of the middle room above where the table stood.

And Wang Lung went again into the town and he bought pork fat and white sugar and the woman [his wife] rendered the fat smooth and white and she took the rice flour, which they had ground from their own rice between their millstones to which they could yoke the ox when they needed to do so, and she took the fat and the sugar and she mixed and kneaded rich New Year's cakes, called moon cakes, such as were eaten in the House of Hwang.

When the cakes were laid out upon the table in strips, ready for heating, Wang Lung felt his heart fit to burst with pride. There was no other woman in the village able to do what his had done, to make cakes such as only the rich ate at the feast. In some of the cakes she had put strips of little red haws [berries] and spots of green plums, making flowers and patterns...

Source: Buck, Pearl S. *The Good Earth*. New York: Washington Square Press, 1931. Reprinted with

permission of Pocket Books, an imprint of Simon & Schuster Adult Publishing Group, and by permission of Harold Ober Associates from *The Good Earth* by Pearl S. Buck. Copyright 1931, and renewed © 1958, by Pearl S. Buck.

Excerpt from *River Town: Two Years on the Yangtze* by Peter Hessler, describing New Year traditions in Sichuan province in 1996

Peter Hessler spent two years (1996–98) as a Peace Corps volunteer in Fuling, China. He taught English Literature at a Chinese teachers' college.

Traditionally, on New Year's Day you didn't wear anything old, and especially the children were dressed brightly. Many of the little girls wore makeup; all of the boys carried guns. That seemed to be another holiday tradition: plastic pellet guns were for sale everywhere on special streetside stands, and every male child had a rifle or a pistol, or both. The guns were accurate and powerful, and in America you could sell perhaps two of them before you were sued. In America there was also a chance that a child would use the guns to shoot at birds, dogs, or cats; in Fuling there were very few animals but plenty of people. All around town boys chased after each other, shouting and firing their weapons.

Source: Hessler, Peter. *River Town: Two Years on the Yangtze*. New York: HarperCollins, 2001. Reprinted by permissions of HarperCollins Publishers.

Excerpt from *Dragonwings* by Laurence Yep, describing the tradition of "God of the Hearth."

God of the Hearth is also known as the Kitchen God or Stove King. In this excerpt, Moon Shadow, who has recently joined father in San Francisco, is sharing the tradition with an American girl his age. Many Chinese consider the Tang dynasty (618-907) as the high point of Chinese civilization and in the past would refer to themselves the way Moon Shadow does, as "Tang people," meaning Chinese.

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town (Chinatown). That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings...

Name _____ Class _____

Date _____

“A Picture Tells a Thousand Words”

Reading artwork

1. Artist and title of artwork: _____
2. What year do you think it was done? _____ What evidence do you have that makes you think that? _____

3. List the objects you see in this artwork. _____

4. What seems to be the focal point of the artwork (center of attention)? _____

5. What are the clues to time of day or season or weather or geographical region? _____

6. What seems to be the mood of this artwork? _____
What makes you think that? _____

7. What might the person’s “body language” be “saying”? _____

8. What symbolic meaning might the objects have? _____

9. What might the relationship be between the persons, or the person and the objects? (What do you think the “story” is that this artwork is telling? _____

Name _____ Class _____

Date _____

DATE INTRODUCED: 3/11/08 RD DUE: 3/18 FD DUE: 3/25

**EGYPTIAN IMAGES
POWER POINT PROJECT**

WE HAVE SPENT THE LAST THREE WEEKS LEARNING ABOUT EGYPT, ITS GOVERNMENT, RELIGION, AND BUILDINGS. FOR EVERY BUILDING, PAINTING, AND SYMBOL USED IN ANCIENT EGYPT THERE WAS A REASON. WHAT DID THESE SYMBOLS REPRESENT, AND HOW DID THEY INFLUENCE THE SUPPORT OF THE PHARAOHS. WITH A PARTNER YOU WILL CHOOSE AN EGYPTIAN IMAGE AND AN AMERICAN IMAGE TO COMPARE AND CONTRAST. EACH IMAGE IN THEIR OWN WAY WAS USED TO GAIN SUPPORT OF THE PEOPLE AND PROMOTE PATRIOTISM.

**STEP 1:
CHOOSE ONE AMERICAN YOUR IMAGES:**

AMERICAN	EGYPTIAN
POLITICIAN	PHARAOH
AMERICAN FLAG	SUN GOD RA
WHITE HOUSE	PYRAMID
STATUE OF LIBERTY	SPHINX
EAGLE	COBRA

STEP 2: COMPARE AND CONTRAST

FOR EACH IMAGE ASK THESE QUESTIONS:

- **WHAT IS THE IMAGE?**

- WHAT IS THE PURPOSE OF THE IMAGE?
- HOW DID/DOES THE IMAGE HELP TO SUPPORT THE GOVERNMENT OR RELIGIOUS LEADERS?
- WHAT GOVERNMENT WAS IT BUILT TO SUPPORT?
- WHAT DOES THE PICTURE REPRESENT TO THE PEOPLE, CULTURE, GOVERNMENT, AND RELIGION?
- WAS ITS PURPOSE OF THESE IMAGES FULFILLED?
- HOW WERE THESE IMAGES SIMILAR?(THINK OF THEIR USE, PURPOSE, AND WHAT THEY REPRESENT TO THE GOVERNMENT AND THE PEOPLE)

STEP 3: CREATE A PPT USING GIVEN TEMPLATE.

IN YOUR POWER POINT YOU MUST HAVE AT LEAST:

- ONE ACTION BUTTON
- ONE SOUND EFFECT
- SLIDE TRANSITIONS

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

***NOTE THAT THIS PROJECT WILL BE DONE IN CLASS, OR IN SCHOOL, AND WILL NOT BE ABLE TO BE WORKED ON AT HOME. IF YOU FEEL THAT YOU WILL NOT BE ABLE TO FINISH IT IN THE TIME GIVEN YOU MUST TALK TO ME A WEEK AHEAD OF THE TIME THAT IT IS DUE.**

Name _____ Class _____
Date _____

AMERICAN IMAGES

WHILE WATCHING THE AMERICAN IMAGES PRESENTATION, BRAINSTORM WORDS, IDEAS, PICTURES OF WHAT COMES TO YOUR MIND WHEN YOU SEE THEM, AND WHAT THEY REPRESENT TO YOU.

IMAGE 1: RONALD REAGAN

IMAGE 2: AMERICAN FLAGS

IMAGE 3: WHITE HOUSE

IMAGE 4: EAGLE

IMAGE 5: STATUE OF LIBERTY

NAME: _____ DATE: _____

EGYPTIAN IMAGES

FOR EACH IMAGE ANSWER THE QUESTIONS BELOW.

PYRAMIDS:

WHO BUILT THE PYRAMIDS?

WHY WERE THE PYRAMIDS BUILT?

WHY WERE THEY BUILT WHERE THEY WERE?

WHY DO YOU THINK THE PYRAMID WAS BUILT SO TALL AND LARGE?

SPHINX:

WHO BUILT THE SPHINX?

WHY WAS THE SPHINX CREATED?

WHAT DOES THE SPHINX REPRESENT?

HOW DOES THE SPHINX REPRESENT THE ANCIENT EGYPTIANS?

COBRA:

WHAT DOES THE COBRA REPRESENT?

WHO WORE THE SYMBOL OF THE COBRA?

WHERE WAS THE COBRA WORN?

Name _____ Class _____

Date _____

WHY DID THEY WEAR THE COBRA?

RA:

WHAT DOES RA REPRESENT?

WHERE WOULD YOU SEE RA IN ANCIENT EGYPT?

WHY WOULD THE ANCIENT EGYPTIANS HAVE DECORATED OR WORN THIS SYMBOL?

HOW DOES RA REPRESENT THE ANCIENT EGYPTIANS?

PHARAOH:

HOW DID THE PHARAOHS ADORN THEMSELVES?

WHY WAS THE PHARAOH DRESSED THE WAY HE WAS?

WHAT DID THE PHARAOH REPRESENT TO THE ANCIENT EGYPTIANS?

1. WHAT IS THE IMAGE?

2. WHAT IS THE PURPOSE OF THE IMAGE?

3. HOW DID/DOES THE IMAGE HELP TO SUPPORT THE GOVERNMENT OR RELIGIOUS LEADERS?

4. WHAT GOVERNMENT WAS IT BUILT TO SUPPORT?

5. WHAT DOES THE PICTURE REPRESENT TO THE PEOPLE, CULTURE, GOVERNMENT, AND RELIGION?

6. WAS ITS PURPOSE OF THESE IMAGES FULFILLED?

7. HOW WERE THESE IMAGES SIMILAR?(THINK OF THEIR USE, PURPOSE, AND WHAT THEY REPRESENT TO THE GOVERNMENT AND THE PEOPLE)

Name _____ Class _____
Date _____

Chinese Festival Research Questions

Answer the following questions from the PowerPoint presentations.

Dragon Boat Festival

1. When is this festival and why is it celebrated?
2. Who is Qu Yuan, and what did he do?
4. What is Zhong Kui?
5. What kind of food do they eat during this festival?

Clear Brightness Festival

6. What do they do during this festival?
7. What is fenshui?
8. What is ancestor worship?
9. What is the role of kites in this festival?
10. What do they sacrifice and who are the sacrifices for?

Lantern Festival

11. When is the festival, and what is its origin?

12. What do they do during this festival?

13. What do they do with the lanterns, and what are they like?

14. What kind of foods do they eat for this festival?

Chinese New Year

15. What is the kitchen god and what does he do?

16. What is hongbao?

17. What happens on each day of the New Year Celebration?

18. What foods are associated with this festival?

Mid-Autumn Moon Festival

19. When is this festival and what is the celebration like?

20. What did Liu Bowen have to do with this festival?

Name _____ Class _____

Date _____

21. What do mooncakes have to do with this festival?

22. What kind of food is associated with this festival?

23. What are the beliefs associated with this festival?

Chongyang – Double Ninth Festival

23. When is this festival and what is the celebration like?

24. What is the origin of the festival?

25. What are the different legends associated with this day?

27. What is the food like on this day?

**AMERICAN VS. EGYPTIAN IMAGES
POWER POINT
RUBRIC**

- _____ (25 POINTS) COMPLETED AND SUFFICIENT RESEARCH
- _____ (25 POINTS) TEMPLATE FOLLOWED, ALL REQUIRED SLIDES
CREATED.
- _____ (25 POINTS) GROUP PARTICIPATION, INDIVIDUAL EFFORT
- _____ (25 POINTS) CREATIVITY, GRAMMAR, NEATNESS
- _____ - TOTAL GRADE:

**AMERICAN VS. EGYPTIAN IMAGES
POWER POINT
RUBRIC**

- _____ (25 POINTS) COMPLETED AND SUFFICIENT RESEARCH
- _____ (25 POINTS) TEMPLATE FOLLOWED, ALL REQUIRED SLIDES
CREATED.
- _____ (25 POINTS) GROUP PARTICIPATION, INDIVIDUAL EFFORT
- _____ (25 POINTS) CREATIVITY, GRAMMAR, NEATNESS
- _____ - TOTAL GRADE: