

JORDAN SCHNITZER **MUSEUM OF ART**

Art Teaches

MYRIAD TREASURES

Celebrating the Reinstallation of the
Soreng Gallery of Chinese Art

JORDAN SCHNITZER
MUSEUM OF ART

O | UNIVERSITY OF
OREGON

Art Teaches

Welcome to the Jordan Schnitzer Museum of Art's Art Teaches Myriad Treasures curriculum for use in your classroom for synchronous or asynchronous learning.

Art Teaches is a methodology of incorporating art into your daily curriculum. Enhancing the learning experience by exposing your students to different art forms, new and emerging artists and classic, relevant, works meant to stimulate discussion and self-exploration. The Art Teaches materials will enable you to gain access to learning opportunities created with teachers and for teachers, for use in the classroom, in at-home settings or in a hybrid teaching approach. Each focused Art Teaches curriculum can be used in its entirety or with a building-block approach, using a video tour, lesson plan and art or writing activities as needed or desired.

We hope that you will find new and creative ways to use this material, as designed or in your own way, by incorporating what you need in areas where it will work for your own curriculum. Let us know how you are using this material; we'd love to hear about it!

- Jordan Schnitzer Museum of Art's Education Department

The MYRIAD TREASURES curriculum is designed for students in grades 4-6

The curriculum can be modified for grades 1-9

The content themes addressed in this curriculum are:

Symbolism, Writing, Interpreting artwork

Standards Addressed in this Curriculum:

Common Core

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5.W.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objectives in this Curriculum:

- Students will be able to identify, explain, and represent a symbol that represents themselves.
- Students will be able to write a short paragraph describing a color or experience
- Students will be able to identify, explain, and represent a symbol that represents themselves.
- Students will be able to identify, explain, and represent a symbol (such as symbols of time and freedom).
- Students will be able to produce short written descriptions of the artwork.
- Students will be able to articulate their thoughts about the artwork.

Table of Contents

Title Page	1
Lesson Plan 1: Jade Pagoda	4
Lesson Plan 1: Worksheet	7
Lesson Plan 2: Flying Tiger Banner	8
Lesson Plan 2: Worksheet	11
Lesson Plan 3: Imperial Column	12
Lesson Plan 3: Worksheet	15
Final Art Project Instruction (Advanced)	16
Final Art Project Instruction (Basic)	34

Art Teaches



Lesson Title: The Jade Pagoda

Anticipated Grade Level: 4-6

Lesson # in Sequence: 1

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standards Addressed:

Common Core

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.w.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to identify, explain, and represent a symbol that represents themselves.
- Students will be able to write a short paragraph describing a color or experience

Language Objective:

Students will be able to understand and employ symbolism.

Beginning the lesson

1. The teacher will begin by introducing the topic of the “Jade Pagoda.”
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video
4. Specifically, the teacher will prepare the students by discussing or explaining the concept of “symbolism.” What does symbolism mean? How and why is it used? (See the supplementary materials for resources on symbolism)

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

1. The teacher will begin the video
2. The teacher will **pause the video at 2:39**. “The word longevity means “long life”. There are many symbols of longevity in Asian art beside the number nine. What are some symbols of longevity that you know or have seen? Write them down or draw pictures of them.”
Discussion Question: What are some symbols of longevity that you know or have seen?
3. The teacher has students write down or draw 3-5 symbols.
4. The teachers has students write 1-2 sentences explaining what their symbol is and why it means longevity.
5. The teacher has students share their favorite symbol and asks after each if anyone else had the same symbol. If a student did, the teacher allows them to explain why they chose it. (ex: I chose a turtle because they can grow very old. I also chose a turtle and I said it was because they are all wrinkly). This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments.
6. While the symbols are being shared the teacher writes down/collects the common describing words between the symbols (age, time, life, etc.) then asks students together if they can come up with any other symbols of longevity.
7. The teacher restarts the video.
8. The teacher will **pause the video at 4:02 (video timestamp)**. “Name and describe your favorite color in 2 or 3 sentences.” If necessary, the teacher can give an example of their favorite color (example: “my favorite color is the color of the Rocky Mountains in the morning in the summer as seen from a cabin in Colorado).
Discussion Question: Name and describe your favorite color in 2 or 3 sentences.
9. The students take 5-10 minutes to write their descriptions. Once done students can share their ideas with a partner or small group. The teacher can offer additional support by explaining their favorite color (ex: my favorite color is at night when the moon is full and the sky is purple with a couple of wispy clouds).
10. OPTIONAL EXTENSION: The students can hold a short writer’s workshop where they workshop their descriptions with a partner or alone. The process can be: share, get feedback, revise, share again, etc.
11. OPTIONAL EXTENSION: The teacher can have the students return to their descriptions of the symbols in the first activity and revise those in the same way.
12. Once this activity is completed, the teacher will explain the concept of descriptive writing (ex: there is no such thing as a “red car.” The car is always “fire red” or “stop sign red” or “rust red. As we continue to the video and you continue to write, be as creative as you can.”)
13. The teacher restarts the video.
14. The teacher will **pause the video at 5:35**. “In east Asian culture, dragons are good, kind and smart. Who do you know who is good, kind and smart and what do they do that makes you feel that way? List 4 attributes of your good person on your paper. We will pause here for you to respond.”
Discussion Question: Who do you know who is good, kind and smart and what do they do that makes you feel that way? List 4 attributes of your good person on your paper.
15. The teacher again encourages the students to write more than one word for their answer. The teacher can allow students to include the names of friends in the descriptions or not depending on classroom dynamics.
16. The teacher has students read some of their descriptions and records or writes down some of the common descriptors (ex: kind, fun, nice, etc.).
17. The teacher has students look at the list and come up with other symbols like the “good dragon.”
18. The teacher explains how symbolism and descriptive writing are related and important.
19. The teacher restarts the video.
20. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”
- The teacher can check in on group discussions

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

1. The video concludes with an activity: “I want you to now take your paper and pencil and sketch the pagoda that you would like to have in your garden, one that you can pause by and listen to the bells ring in the breeze. Write the 4 attributes of your good and kind friend that you listed before in the space around your pagoda drawing.”
2. The teacher will have students complete the activity on their own or in small groups.
3. The students will draw their pagoda and include 3-5 symbols of longevity, goodness, and kindness in their drawing. They will also write short descriptions of their symbols on the back of their paper.
4. OPTIONAL EXTENSION/MODIFICATION for older students: Students can write a long (1-2 paragraph) description of their pagoda with no drawing. This will force them to be more explicit with their descriptions meaning they will need to include specifics like the number of sides AND more artistic descriptions like the color of the jade.

Academic language supports:

- Students will have notes explaining key terms (symbolism, descriptive writing)
- Students will have access to the script of the video for reference

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs
- Students will be able to refer to images when drawing their pagoda.

Art Teaches



Lesson Title: The Jade Pagoda FINAL ACTIVITY WORKSHEET

- Use pencils, crayons, markers, paint, or any other kind of media you like.
- Sketch a pagoda that you'd like to have in a garden of your own.
- Write the 4 attributes of your good friend in the space around your pagoda.
- Did you add bells or other sound elements to your pagoda?

A large, empty rectangular area with a hand-drawn, irregular border, intended for students to draw their pagoda and write attributes of a friend.

Art Teaches



Lesson Title: The Flying Tiger Banner

Anticipated Grade Level: 4-6

Lesson # in Sequence: 2

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standard Addressed:

Common Core

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to identify, explain, and represent a symbol that represents themselves.

Language Objective:

Students will be able to understand and employ symbolism.

Beginning the lesson

1. The teacher will begin by introducing the topic of the “Flying Dragon Banners.”
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

1. The teacher will begin the video
2. The teacher will **pause the video at 0:52.**
Discussion Question: “I would like to draw your attention particularly on the two objects that are hanging right behind me, and invite you to pause for a moment, take a good look at them, and write down some observations about what you see, and then be ready to discuss if the setting is appropriate.”
3. The teacher has students conduct a write-pair-share giving students enough time to write down 3-5 observations about the artwork.
4. The teacher has students share their observations and attempts to draw conclusions about their observations. (ex: I see that the artwork is made of cloth so I think that it is a banner). This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments and conclusions. The teacher should try to avoid steering the conversation and allow the students to be creative.
5. The teacher restarts the video.
6. The teacher will **pause the video at 2:35.**
Discussion Question: “Let’s take a moment to think about the meaning of this tiger on a banner? What might be the hidden message? What were these banners used for? This is a good time for you to jot down some of your ideas, and then share them in a discussion.”
7. The students conduct a second write-pair-share focused on the message of the banners. The share portion should be similar to the previous discussion of observations.
8. Once the share is completed the teacher will discuss the term “symbolism” and its meaning. This can include the creation of an anchor chart for the classroom or having students write the term and its definition in a notebook. If possible, the teacher should relate this use of “symbolism” to other readings done by the students.
9. The teacher restarts the video.
10. The teacher will **pause the video at 4:27.**
Discussion Question: “Let’s take another closer look at one of these banners. What medium or material do you think was used to make these two objects? What might have been the pros and cons of carrying a banner like this into a battle?”
11. The teacher will have students discuss the first question (what medium or material do you think was used to make these objects?) in small groups. Then, the teacher will have each group share their ideas.
12. The teacher will have each student choose whether they are “pro” or “con” carrying a banner into battle and write three reasons why they chose that side.
13. Divide students into pros and cons (the teacher should be prepared to support one side or the other if the numbers are uneven).
14. Each group will meet and decide on an order of reasons why their side is correct.
15. The teacher will hold a “reason-off” where each side takes turns sharing one reason why they are correct. The side that doesn’t run out of reasons or repeat themselves is the winner. The teacher is the judge.
16. The teacher restarts the video.
17. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”

- The teacher can check in on group discussions

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

1. The video concludes with an activity: “Now, it is your turn to think of an animal you would like to draw if you had to create your own banner. What would that animal symbolize or represent? And how would you position that animal to help the representation. Sitting? Standing? Jumping? Flying. I am sure you already have a good idea, so/and I wish you to have fun with this art project.”
2. The teacher reviews the meaning of “symbolism.”
3. The teacher has students make a list of 3 or more possible animals they might draw and why those are good symbols for them. Then, the students will select the animal they would like to draw.
4. Students will complete their drawing. They will also write a short paragraph explaining: 1. What their animal is, 2. Why it is positioned the way it is, 3. What it symbolizes about them. This activity can be completed as homework or in class.

Academic language supports:

- Students will have notes explaining key terms (symbolism)
- Students will have access to the script of the video for reference

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs
- Students will be able to refer to images when drawing their animal.

Art Teaches



Lesson Title: Flying Tiger Banner FINAL ACTIVITY WORKSHEET

- Draw your own banner using pencils, crayons, markers, or other media.

Focus questions:

- What does the animal you chose represent or symbolize?
- How will you position your animal? Sitting, standing, jumping, flying?
- What color border will you add?

A large, empty rectangular area with a dark green, hand-drawn style border, intended for the student to draw their banner.

Art Teaches



Lesson Title: Hung Liu's "Imperial Column"

Anticipated Grade Level: 4-6

Lesson # in Sequence: 3

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standards Addressed:

Common Core

5 L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.W.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to identify, explain, and represent a symbol (such as a symbol of time or freedom).
- Students will be able to produce short written descriptions of a piece of art.
- Students will be able to verbally articulate their thoughts about the artwork.

Language Objective:

Students will be able to understand and employ symbolism.

Beginning the lesson

1. The teacher will begin by introducing the topic of the "Imperial Column."
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video
4. Specifically, the teacher will prepare the students by discussing or explaining the concept of "symbolism." What does the symbolism mean? How and why is it used? (See the supplementary materials for resources on symbolism)

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

1. The teacher will begin the video
2. The teacher will **pause the video at 1:18**. “What do you think is going on in this contemporary painting by Hung Liu? If you’re in class and you can share your ideas with your classmates, we’ll pause and you can do that now. If you are learning remotely, I would like you to take a pen and paper and write down 3 or 4 sentences of what you see in this painting. We’ll pause now to give you time to respond.”
Discussion question: What do you think is going on in this picture?
3. The teacher has students share their answers. This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments.
4. The teacher resumes the video.
5. The teacher will **pause the video at 3:35**. “Why do you think a circle represents time? What other shape might you use to represent time? Draw your shape and explain why you chose it in 2 or 3 sentences. We’ll pause now and give you time to respond.”
Discussion question: What other shape might you use to represent time? Draw your shape and explain why you chose it in 2-3 sentences.
6. The students take 5-10 minutes to draw the shapes or symbols and write their descriptions. Once done students can share their ideas with a partner or small group.
7. The teacher resumes the video.
8. The teacher will **pause at 4:15**. “When looking at the painting with its references to the past, its symbols, and its drips, what do you see that references her memory of the past?”
Discussion question: What do you see that would represent Hung Liu’s memory of the past? Share aloud or write your answers down to share with your teacher.
9. The students take 3 minutes to look at the painting and note down their answers. The teacher can reiterate the question and provide an example if students need additional support. Students share their answers with the class.
10. The teacher resumes the video.
11. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”
- The teacher can check in on group discussions

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

The video concludes with the final activity.

“For our closing activity, I want you to take your paints or crayons or markers, and draw or paint symbols of freedom. To make it a multimedia project, you might layer on things from nature or cut out items and add them to your piece. ”

Mixed media work: add items you have collected in nature or cut out images or shapes with glue or paint.

1. The teacher will have students complete the activity on their own or in small groups.
2. **OPTIONAL EXTENSION/MODIFICATION** for older students: Students can write a long (1-2 paragraph) description of the symbol of their past or their freedom with no drawing. This will force them to be more explicit with their descriptions.

Academic language supports:

- Students will have notes explaining key terms (e.g symbolism)
- Students will have access to the script of the video for reference

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs

Art Teaches



Lesson Title: Imperial Column FINAL ACTIVITY WORKSHEET

- Use your paints, crayons or markers to draw or paint symbols of freedom.
- OPTIONAL: To create a mixed media piece: use glue to add items collected from nature, or images that you have cut out from newspapers, magazines or colored or decorative paper.

A large, empty rectangular area with a dark green, hand-drawn style border, intended for students to draw or paint their artwork.

Building a pagoda

Instructions for students

Materials:

- Piece of cardboard (you can recycle any box you have at home).
- Empty paper towel roll
- 6 sheets of 8,5 in x 11 in paper
- Scissors
- Gluestick
- Ruler
- Materials for drawing - pencils, crayons, markers, etc.



1. Building a garden and a central pillar of the pagoda.

1.1 You will need a **piece of cardboard** (you can recycle any box you have at home) of the size **8 in x 8 in**.

The piece of cardboard will be a garden.

An empty paper roll will be a central pillar.
If you do not have an empty paper towel roll you can use cardstock (such as from an empty cereal box) to make a cylinder.

The cylinder needs to be approximately **11 in** long and no more than **2 in** in diameter.

1.2 Put the empty paper towel roll in the middle of the cardboard. Trace the edge of the roll onto the cardboard.

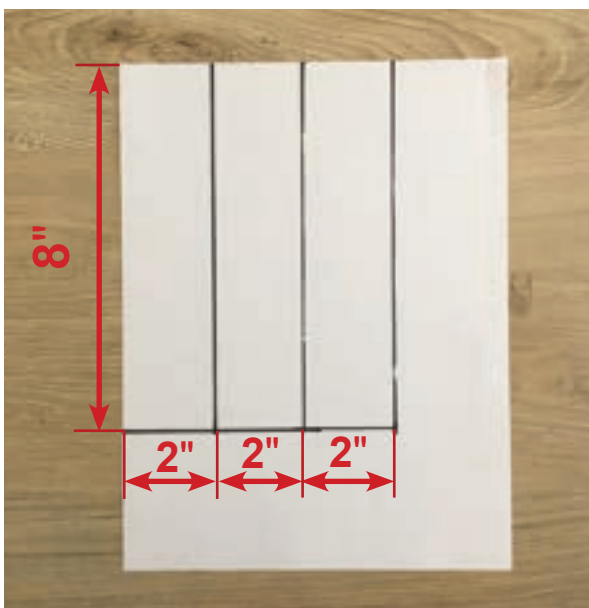




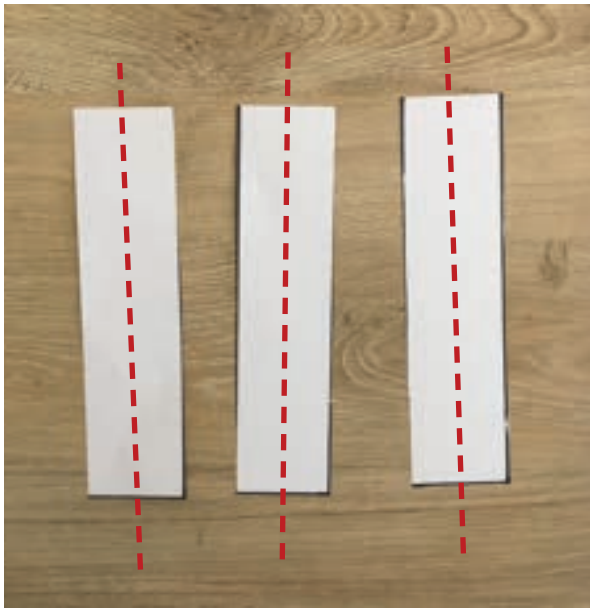
1.3 After you trace the edge of the roll your cardboard should look similar to the photo on the left.



1.4 Cut out the circle.



1.5 Take a sheet of paper and markup as shown in the photo.



1.6 Cut out three slips of paper. Each slip should be **8 in** long and **2 in** wide.

1.7 Fold each of the slips in half along the red dotted line as shown in the photo.



1.8 After you do the folds you will have similar shapes as shown in the photo.



1.9 The upper part of the slip will be used for writing and the bottom part - for putting the glue.

1.10. Put the words which **describe a good person** along the upper part of each of the three slips.



1.11 Take one of the slips.
Put the glue on the inner side of the bottom part of the slip.



1.12 Attach the slip to the bottom of the cardboard, as shown in the photo.

1.13 Repeat steps **1.11** and **1.12** for the other two slips.

1.14 After you attach all the slips to the cardboard, the pagoda garden is ready.

Check the photos below with the view from the bottom and the view from the top to make sure you are on the right track.



View from the bottom



View from the top



1.15 Insert the paper towel roll into the hole in the cardboard as shown in the photo.

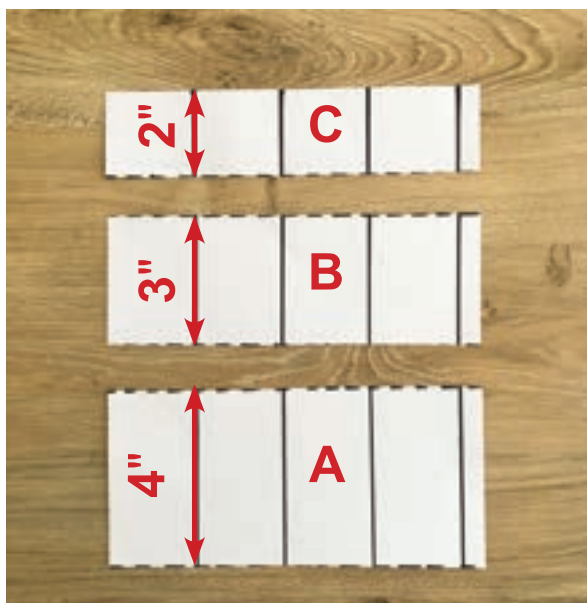
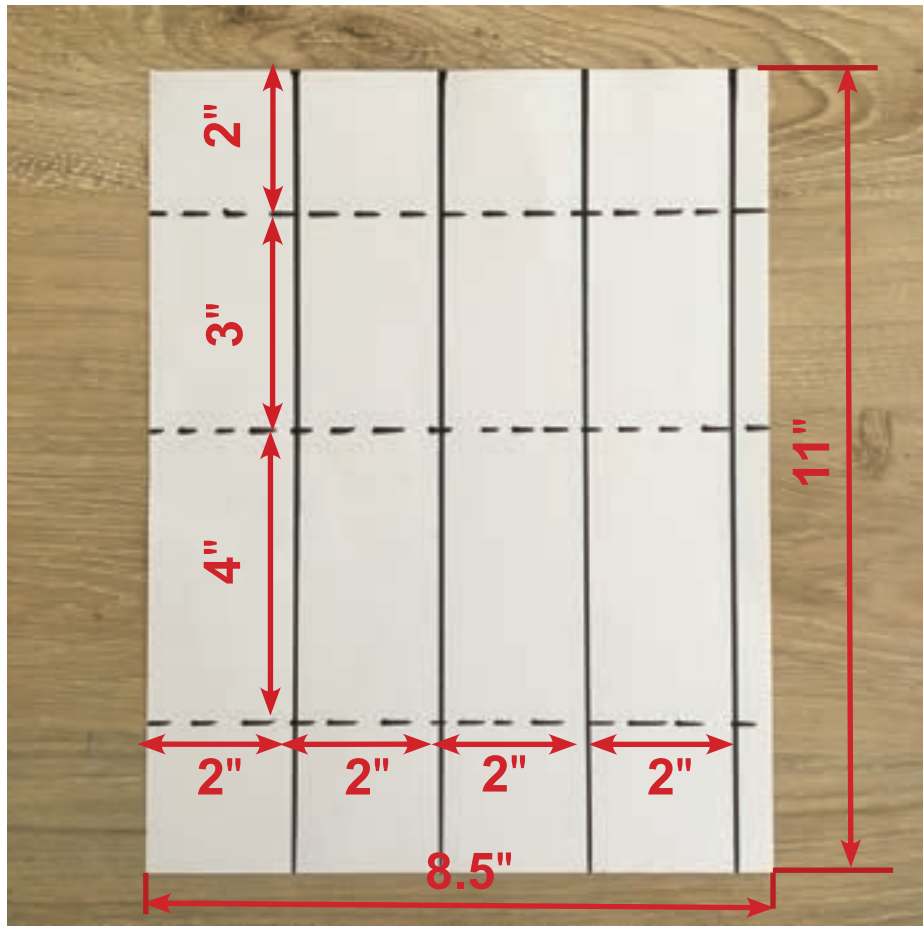
Slide the paper towel roll so you have **2 in** distance between the edge of the roll and the cardboard.



1.16 Your central pillar should look like the one in the photo.

2. Building the three sections of the pagoda

2.1 Take a sheet of paper and do a markup as shown in the photo below.



2.2 Cut along the dotted lines.

You will have 3 sections of the pagoda: A, B, and C.

Section A is **4 in** high.

Section B is **3 in** high.

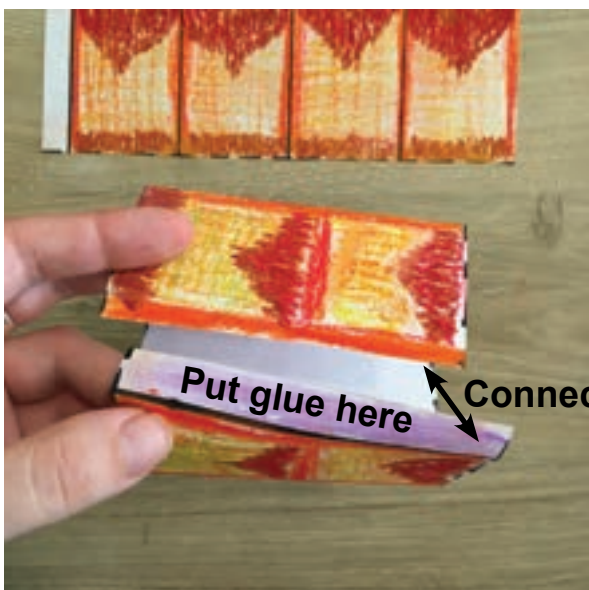
Section C is **2 in** high.



2.3 If you wish you can color and decorate each section.

Note!

Leave the narrowest part of each section uncolored. It is the part where you will put glue.



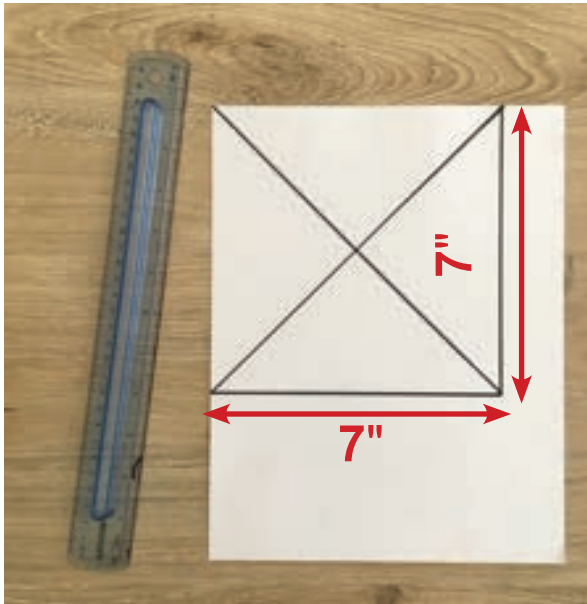
2.4. Take section A and fold along all solid black lines.

2.5 Put the glue on the most narrow side and connect it with the opposite side. Gently press two sides so the glue works better.

2.6 Repeat steps **2.4** and **2.5** for sections B and C.

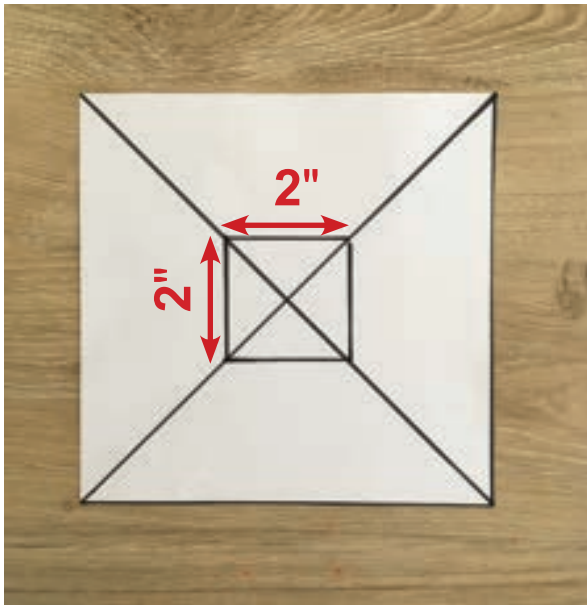


2.7. After you finished folding and gluing sections A,B, and C, they will be similar to those in the photo.

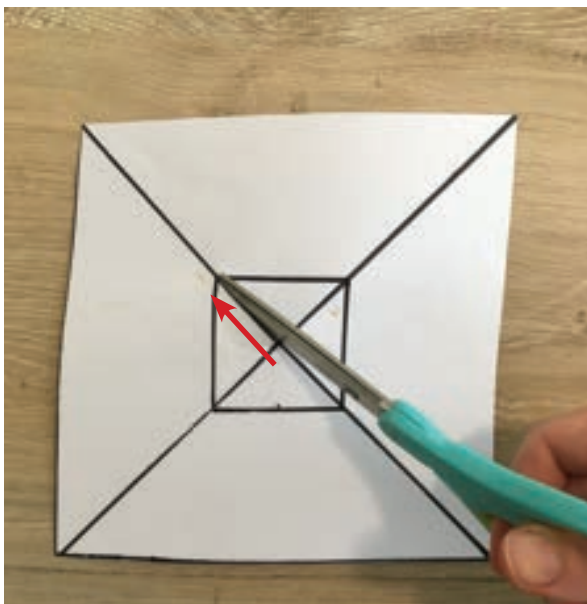


3. Building a roof for section A

3.1 Take a sheet of paper and draw a square **7 in x 7 in**. Draw two diagonals. Cut out the square.



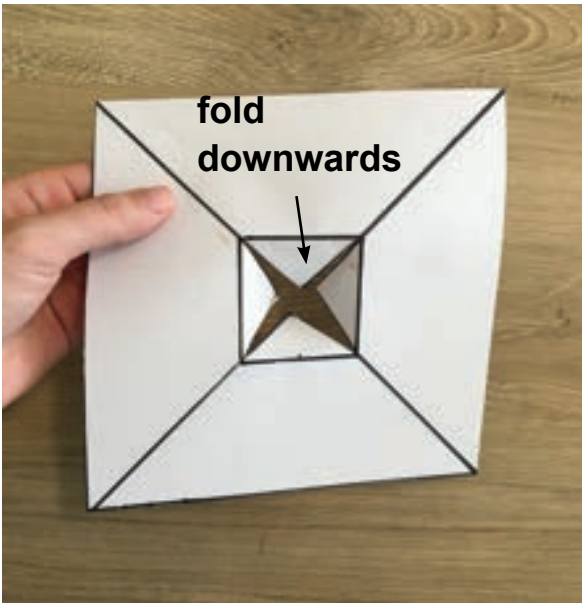
3.2 In the middle of the square draw another square **2 in x 2 in**. You need to be precise because this part will connect to the other sections.



3.3 Now you will work with a smaller square **2 in x 2 in** that is in the middle.

Poke the hole with the scissors in the middle of the square. Then, cut along the diagonal of the smaller square, as shown in the photo. Repeat the cuts for three other diagonals.

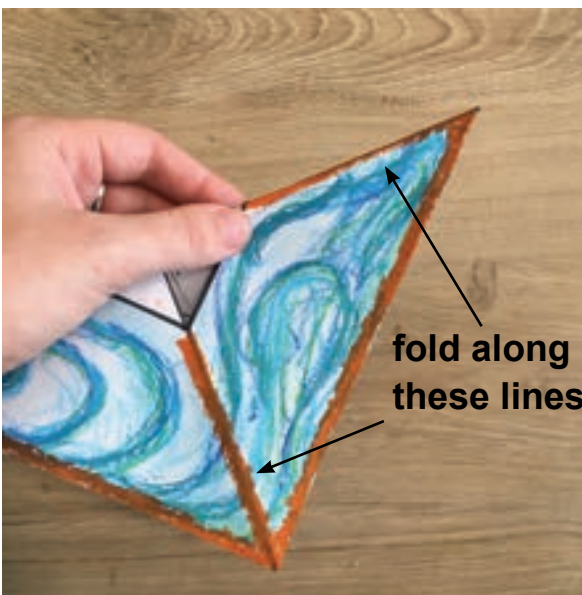
Refer to the next photo to see the final result.



3.4 After you make the cuts, fold the four triangular pieces downwards, towards the table.



3.5 Decorate the four sides of the square with **the symbols of your past**.



3.6 Fold along each individual diagonal line as shown in the photo.

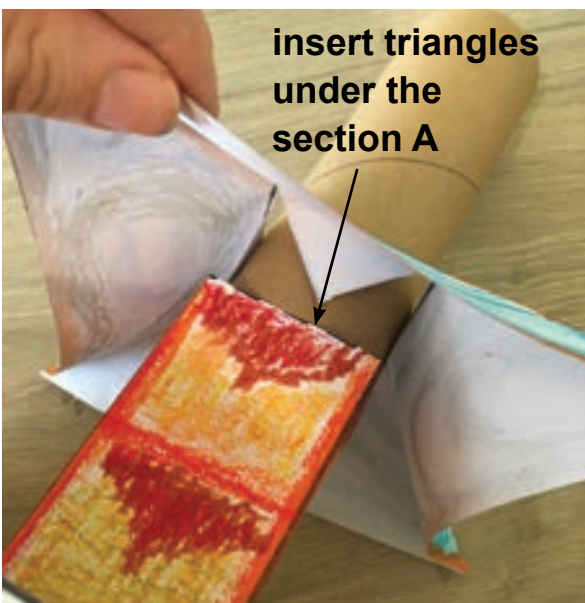


3.7 Your square should have similar shapes to the one in the photo.



4. Putting section A onto the central pillar

4.1 Take section A, which is the longest one, and slide it through the top of the central pillar (paper towel roll). Slide it all the way towards the bottom.

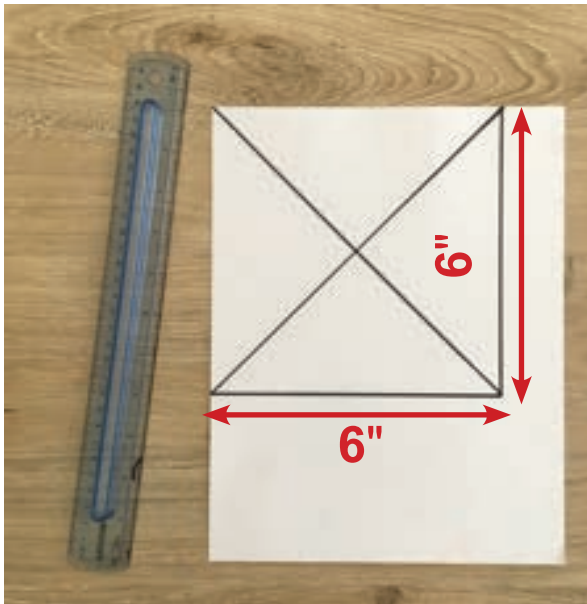


4.2 Take the roof for section A and slide it through the top of the central pillar towards section A.

Insert the triangles of the roof between section A and the central pillar to fixate the roof.

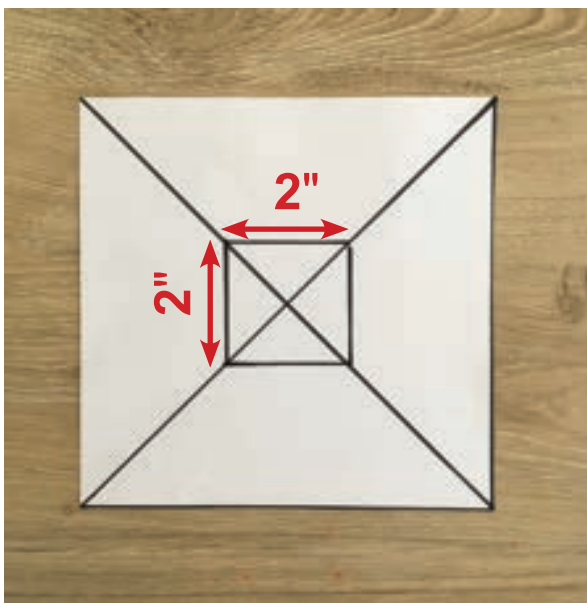


4.3 Your pagoda should look similar to the one in the photo.



5. Building a roof for section B

5.1 Take a sheet of paper and draw a square **6 in x 6 in**. Draw two diagonals. Cut out the square.



5.2 In the middle of the square draw another square **2 in x 2 in**. You need to be precise because this part will connect to the other sections.

5.3 Repeat the **steps 3.3 - 3.4** for the roof of section B.



5.4 Decorate the four sides of the square with the **animal you have chosen for your banner.**

5.5 Repeat step 3.6

Your square should look similar to the one in the photo.



6. Putting section B onto central pillar

6.1 Take section B and slide it through the top of the central pillar (paper towel roll).



6.2 Take the roof for section B and slide it through the top of the central pillar.

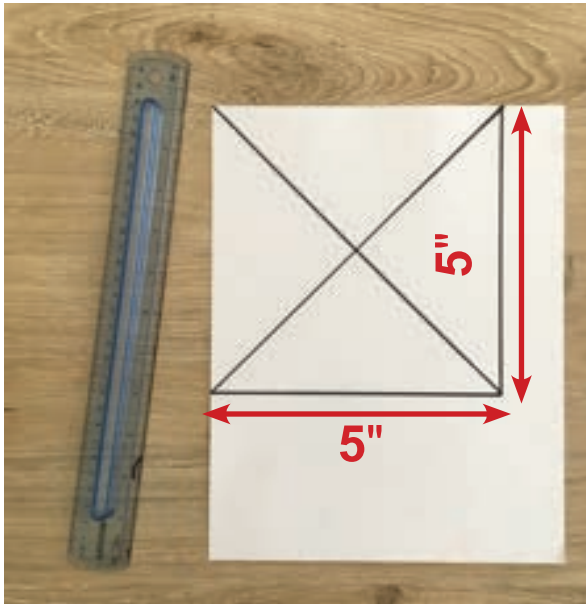
Insert the triangles of the roof between section B and the central pillar to fixate the roof (as was done in step 4.2)

After you completed the steps the pagoda should look similar to the one in the photo.

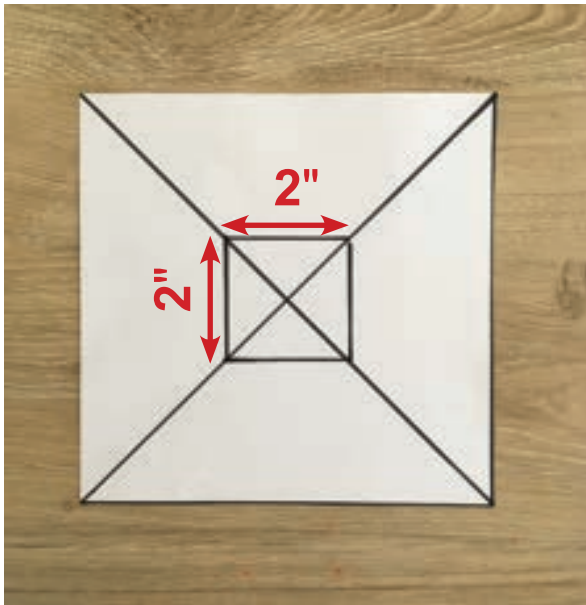
7. Building a roof for section C

Roof C will consist of two elements.

7.1 For the first element take a piece of paper and draw a square **5 in x 5 in**. Draw two diagonals. Cut out the square.

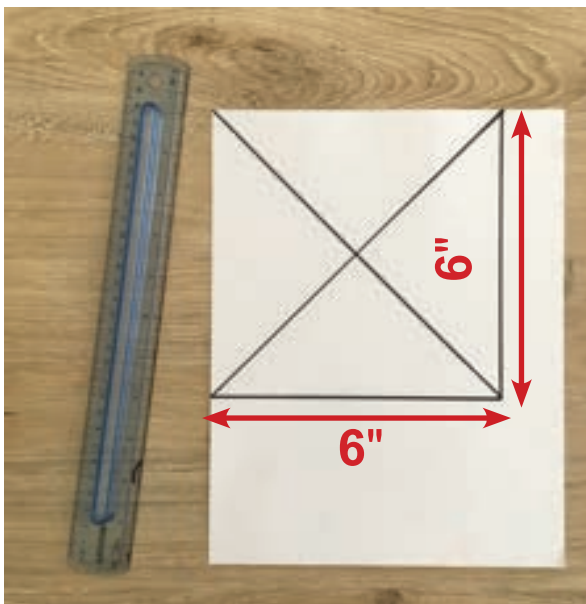


7.2 In the middle of the square draw another square **2 in x 2 in**. You need to be precise because this part will connect to the other sections.



7.3 Repeat the **steps 3.3 - 3.4**.

7.4 For the second element of roof C take another piece of paper and draw a square **6 in x 6 in**. Draw two diagonals. Cut out the square.





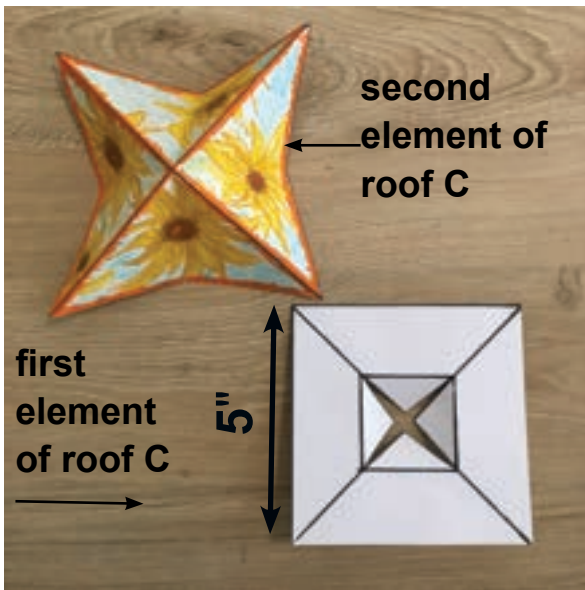
7.5 Decorate the square using a **symbol of your favorite color**. In this example, the sunflowers symbolize yellow color.



7.6 Make folds alongside the four diagonal lines.



7.7 When you make the folds your roof should have a similar shape to the roof in the photo.

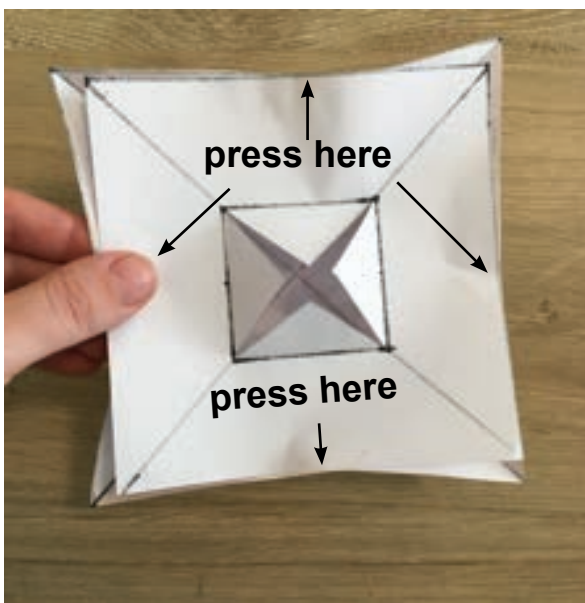


7.8 Prepare to combine the two elements of roof C.



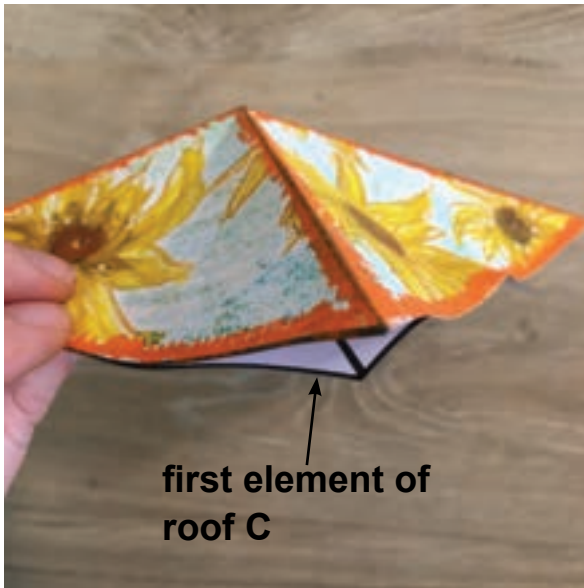
7.9 Turn the second element of roof C (the decorated one) upside down.

Put the glue in the middle of each side, as shown in the photo.

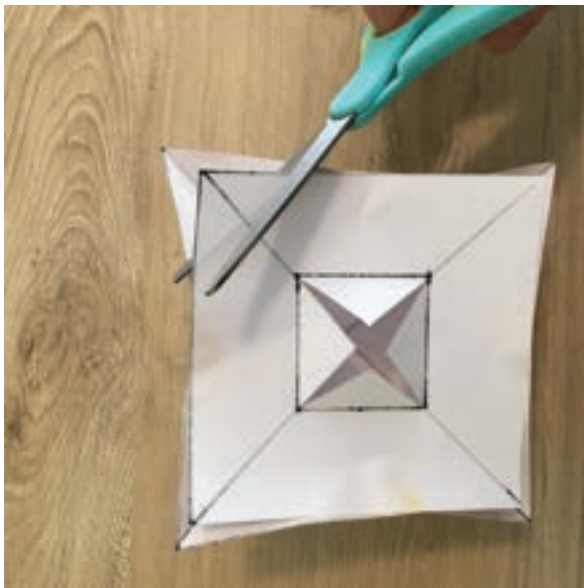


7.10 Put the first element of the roof C on top of the second element. Align the sides of both squares.

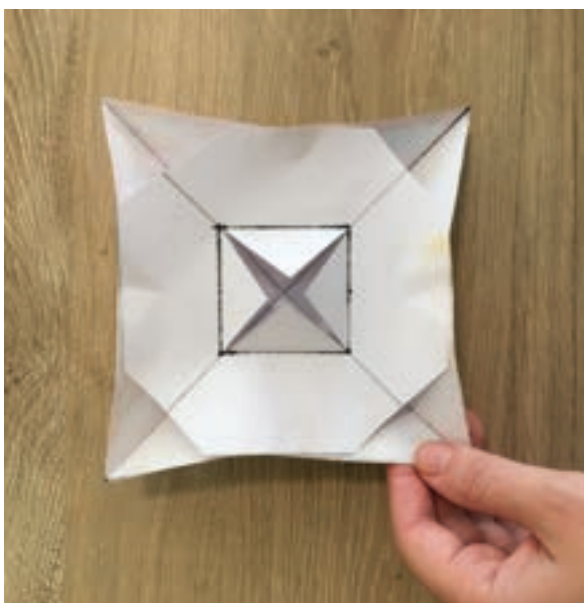
Press the two elements together at the edges to glue them.



7.11 If the first element of the roof C is sticking out too much you can cut its edges.



7.12 Turn the roof for section C upside down. Trim the edges of the first element as shown in the photo.



7.13 After you trim the edges your roof C will look similar to the one in the photo.



8. Putting section C onto central pillar

8.1 Take section C and slide it through the top of the central pillar.



8.2 Take the roof for section C and slide it through the top of the central pillar.

Insert the triangles of the roof between section C and the central pillar to fixate the roof.



8.3 After you completed the steps the pagoda should look similar to the one in the photo.

Additional things to do

You can add more elements to your pagoda! Here are some ideas you can try.

- Research traditional Chinese gardens and create your own!
- Design your own finial (an element marking the top or end of some object, often formed to be a decorative feature) and place it on the top of the pagoda.
- You can use thread to connect the finial to the corners of the roof.
- You can turn your 3-tier pagoda into a 5-tier pagoda or even higher. To do that you will need to:
 - 1) take down the section C of your pagoda
 - 2) take another paper towel roll and attach it to the top of your central pillar with some duct tape.
 - 3) use the instructions for section B to build more tiers
 - 4) place your already made section C on top of your higher new pagoda.

Personal Pagoda Art Activity:



(*Do not print documents back-to-back)

Activity -

Each student will complete a personal pagoda by decorating a template with color, text, and symbols

Objectives -

Students will be able to express elements of their identity through symbols

Material -

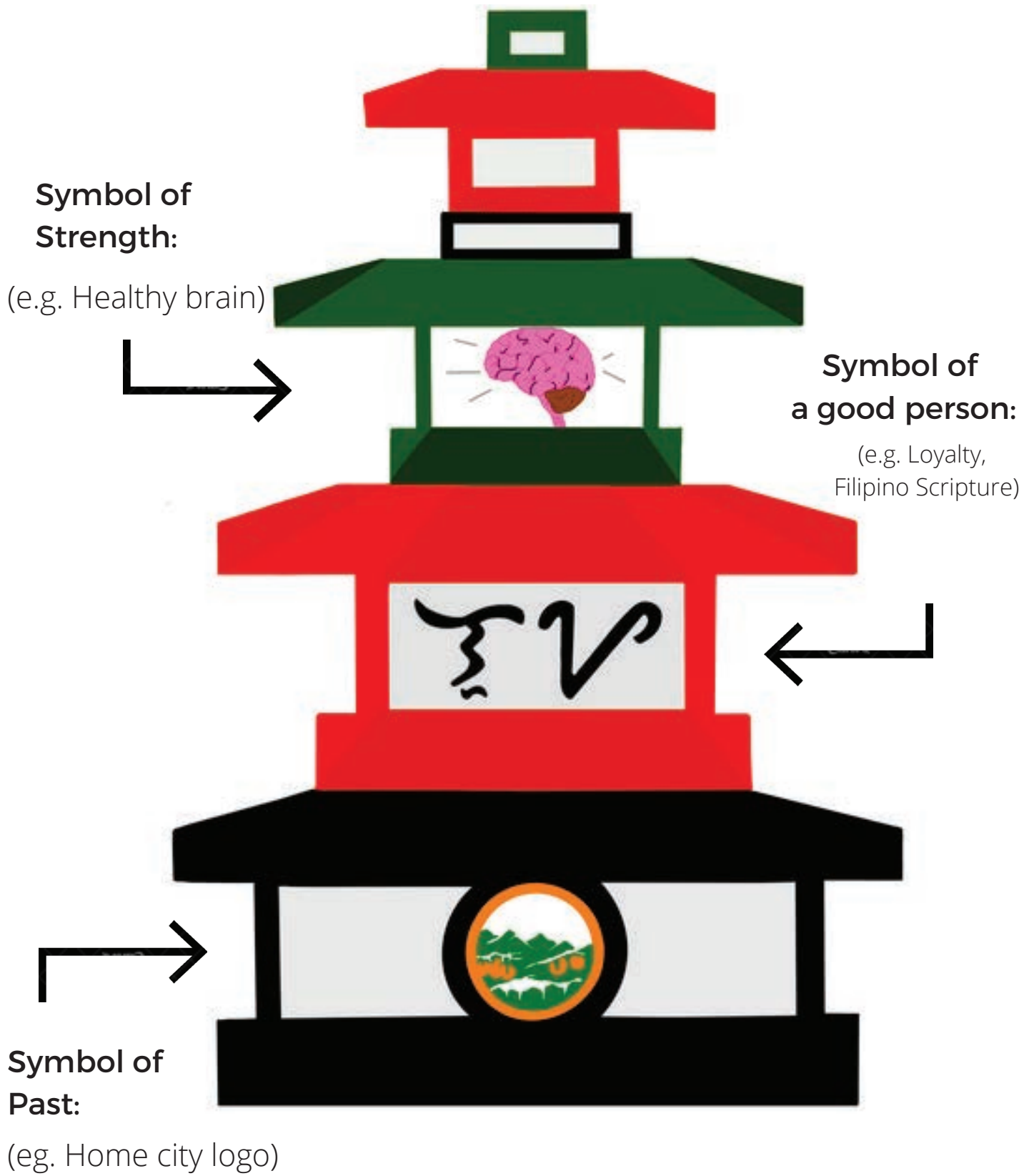
- Printer paper (8.5" x 11")
- Cutting Utensils:
(e.g. Scissors or Exato knife)
- Drawing utensils:
(eg. Pencil, Colored Pencils, Colored Markers, Water Color)
- Adhesive material:
(eg. Glue Stick or Traditional Glue Bottle)

Instructions:

Part I -

- Your personal pagoda is to be created and viewed from **bottom** to **top**.
- Each level of your pagoda is to be created one at a time or "step-by-step." Use the statements below to help you create your pagoda:
 - **Bottom level: A symbol that represents your past**
 - **Middle level: A symbol you believe represents a good person**
 - **Top level: A symbol you believe represents strength**
- Use the example on the next page as a reference to help spark your imagination

.....

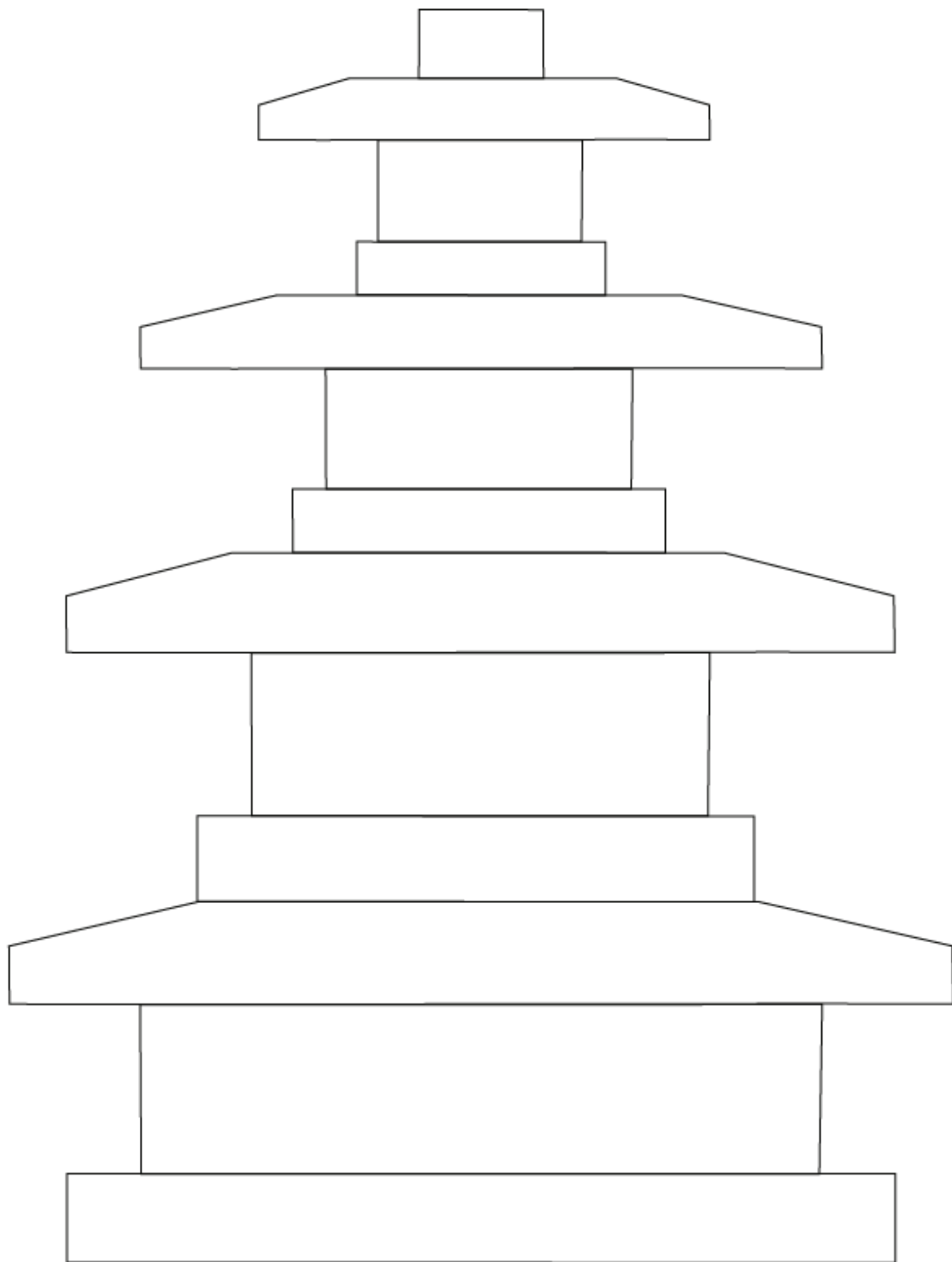


Instructions:

Part II -

- Use the blank template on the next page
- Grab your drawing utensils and begin to decorate your personal pagoda

.....



Instructions:

Part III -

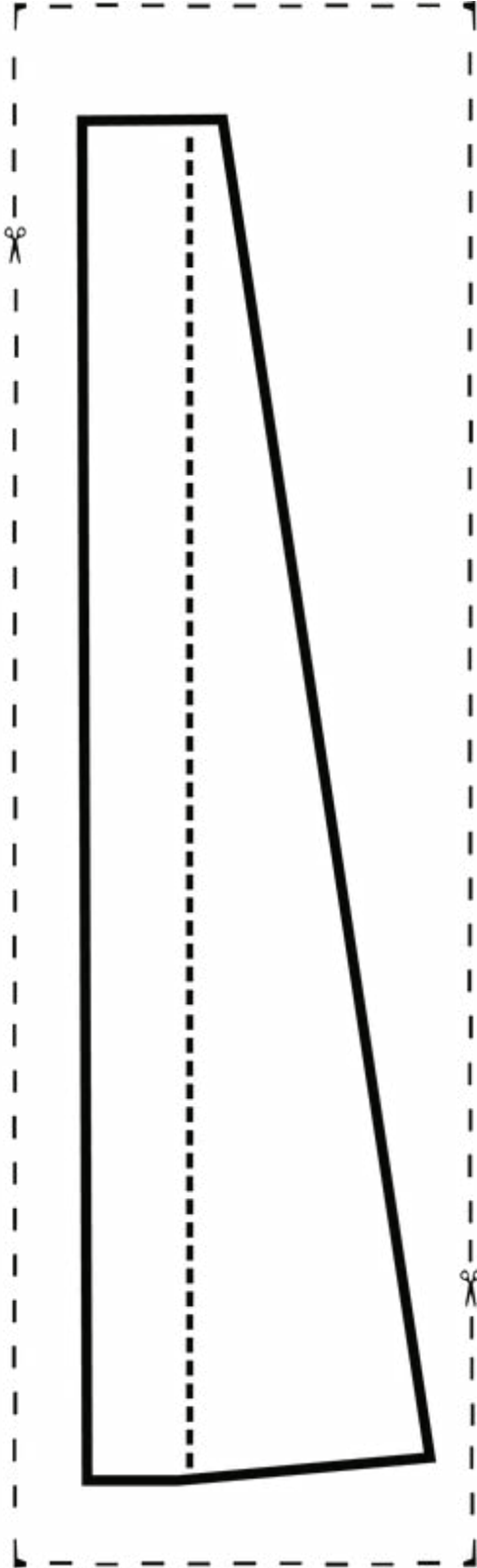
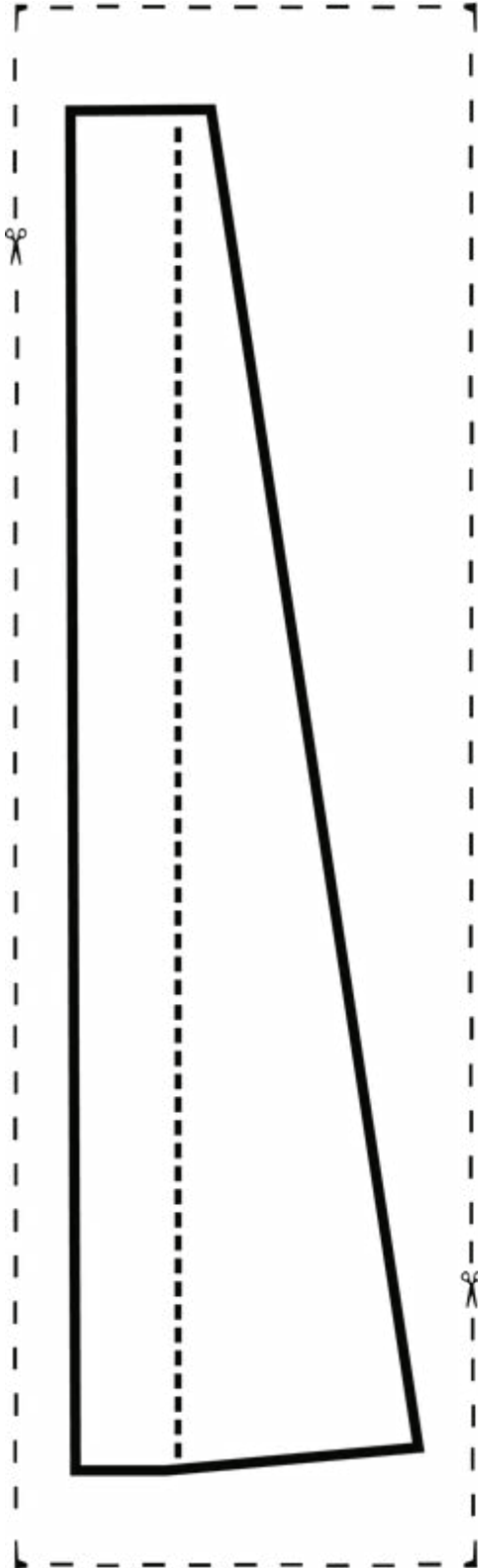
- **Carefully cut out your pagoda**
- Finalize your newly created personal pagoda by cutting out and attaching the supports on the next page. Attach both supports directly to the back of your pagoda

or

- **Decorate the entire template by adding a landscape or environment of your choice outside the entire pagoda**
- Finalize your newly created personal pagoda by attaching its supports directly to the back.

***Supports are on the following page**





- Finally, you have successfully completed your very own personal pagoda.

Thank you for participating,
great work!



Book list for teaching symbolism:

K-6 Grade Books

Red Kite, Blue Kite

by Ji-li Jiang, Greg Ruth (Illustrations)

When Tai Shan and his father, Baba, fly kites from their roof and look down at the crowded city streets below, they feel free, like the kites. Baba loves telling Tai Shan stories while the kites--one red, and one blue--rise, dip, and soar together. Then, a bad time comes. People wearing red armbands shut down the schools, smash store signs, and search houses. Baba is sent away, and Tai Shan goes to live with Granny Wang. Though father and son are far apart, they have a secret way of staying close. Every day they greet each other by flying their kites--one red, and one blue--until Baba can be free again, like the kites.

Inspired by the dark time of the Cultural Revolution in China, this is a soaring tale of hope that will resonate with anyone who has ever had to love from a distance.

<https://www.goodreads.com/book/show/15818591-red-kite-blue-kite>

A Chair for My Mother

by Vera B. Williams

After their home is destroyed by a fire, Rosa, her mother and grandmother save their coins to buy a really comfortable chair for all to enjoy.

https://www.goodreads.com/book/show/835202.A_Chair_for_My_Mother

Here I Am

by Patti Kim, Sonia Sanchez (illustrator)

Newly arrived from their faraway homeland, a boy and his family enter into the lights, noise, and traffic of a busy American city in this dazzling wordless picture book. The language is unfamiliar. Food, habits, games, and gestures are puzzling. The boy clings tightly to his special keepsake from home and wonders how he will find his way. How will he once again become the happy, confident kid he used to be? Walk in his shoes as he takes the first tentative steps toward discovering joy in his new world. A poignant and affirming view of the immigrant experience.

<https://www.goodreads.com/book/show/17658592-here-i-am>

5-8 Grade Books

Revolution Is Not a Dinner Party

by Ying Chang Compestine

Nine-year-old Ling is very comfortable in her life; her parents are both dedicated surgeons in the best hospital in Wuhan. But when Comrade Li, one of Mao's political officers, moves into a room in their apartment, Ling begins to witness the gradual disintegration of her world. In an atmosphere of increasing mistrust, Ling fears for the safety of her neighbors and, soon, for herself and family. Over the course of four years, Ling manages to grow and blossom, even as she suffers more horrors than many people face in a lifetime.

https://www.goodreads.com/book/show/791602.Revolution_Is_Not_a_Dinner_Party?ac=1&from_search=true&qid=CSOvs0bEaD&rank=1

Esperanza Rising

by Pam Muñoz Ryan

Esperanza thought she'd always live with her family on their ranch in Mexico--she'd always have fancy dresses, a beautiful home, and servants. But a sudden tragedy forces Esperanza and Mama to flee to California during the Great Depression, and to settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles, or lack of acceptance she now faces. When their new life is threatened, Esperanza must find a way to rise above her difficult circumstances--Mama's life, and her own, depend on it.

https://www.goodreads.com/book/show/89763.Esperanza_Rising

Bud, Not Buddy

by Christopher Paul Curtis

It's 1936, in Flint, Michigan. Times may be hard, and ten-year-old Bud may be a motherless boy on the run, but Bud's got a few things going for him: He has his own suitcase full of special things. He's the author of Bud Caldwell's Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself.

His momma never told him who his father was, but she left a clue: flyers advertising Herman E. Calloway and his famous band, the Dusky Devastators of the Depression! Bud's got an idea that those flyers will lead him to his father. Once he decides to hit the road and find this mystery man, nothing can stop him--not hunger, not fear, not vampires, not even Herman E. Calloway himself.

https://www.goodreads.com/book/show/368468.Bud_Not_Buddy?from_search=true&from_srp=true&qid=0ONGH7RjfM&rank=1

Credits and Copyright Info