The Seasons in Bloom

Elementary School Lesson
Eastern Asia: China, Korea, Japan

SOURCE: https://www.mapofworld.com/asia/regions/eastern-asia-map.html
# Geography

<table>
<thead>
<tr>
<th></th>
<th>CHINA</th>
<th>KOREA</th>
<th>JAPAN</th>
<th>MICHIGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQUARE MILES</td>
<td>3.705 million</td>
<td>38,691 (combined)</td>
<td>145,91</td>
<td>96,71</td>
</tr>
</tbody>
</table>
| POPULATION       | 1.4 billion       | North Korea: 25 million  
  South Korea: 51 million | 127 million       | 10 million |
| MILES OF COASTLINE | 9,010            | North Korea: 1,550  
  South Korea: 1,499     | 18,486            | 3,288    |
| CLIMATE          | Extremely diverse; tropical in south to subarctic in north | Temperate, with rainfall heavier in summer than winter; cold winters, especially in the North | Varies from tropical in south to cool temperate in north | Distinctive summers and winters with a fairly even distribution of precipitation throughout the year |

Sources: CIA World Factbook, Michigan DNR, Michigan NRI. Numbers based on 2019 figures.
## Geography

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<tr>
<td><strong>TERRAIN</strong></td>
<td>Mostly mountains, high plateaus, deserts in west; plains, deltas, and hills in east</td>
<td>North: mostly hills and mountains with deep, narrow valleys; wide coastal plains in west; South: mostly hills and mountains; wide coastal plains in west and south</td>
<td>Mostly rugged and mountainous</td>
</tr>
<tr>
<td><strong>NATURAL RESOURCES</strong></td>
<td>Iron ore, tin, aluminum, lead, world's largest hydropower potential, arable land</td>
<td>North: iron ore, limestone, graphite, copper, lead, precious metals, hydropower potential South: graphite, lead, hydropower potential</td>
<td>Fish, timber, and very few mineral resources</td>
</tr>
<tr>
<td><strong>LAND USE</strong></td>
<td>Agricultural land: 55% Forest: 22% Other: 23%</td>
<td>North Korea/South Korea Agricultural: 22%/18% Forest: 46%/64% Other: 32%/18%</td>
<td>Agricultural land: 13% Forest: 69% Other: 19%</td>
</tr>
</tbody>
</table>

Sources: CIA World Factbook, Michigan DNR, Michigan NRI. Numbers based on 2019 figures.
How would you describe the function of these various forms of art?
Lotus Flower Graphic Organizer
Words to Use to Talk About Art

**Elements of Art**
- Color
- Value
- Line
- Shape
- Form
- Texture

**Principles of Design**
- Unity
- Movement
- Balance
- Pattern
- Emphasis
- Rhythm
- Proportion
Functions of Art

- Storytelling
- Decoration
- Tableware
- Clothing
- Other ideas?
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<tbody>
<tr>
<td>PAINTING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXTILE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERAMIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER 3D</td>
<td></td>
<td></td>
<td></td>
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</table>
Think of a plant that you see around your home or school. What qualities might you associate with that plant? How does that plant represent those qualities . . . through its colors, shape, size, or other characteristics?

How might you show that plant in a work of art?
The Four Gracious Plants

SPRING
Plum Blossom

SUMMER
Orchid

AUTUMN
Chrysanthemum

WINTER
Bamboo
Plum Blossom

Plum blossoms grow into fruit; they represent inner beauty through humble display of elegance under the challenging circumstances of winter.
Orchid

Orchids are colorful and fragrant, delicate, flowering plants; they represents humility and nobility with their fragile state of beauty.
Most varieties of chrysanthemum originated in East Asia and are very hardy; they represent longevity.
Bamboo

Bamboo is one of the fastest growing plants in the world, being used as both a food source and a strong building material; it represents open mindedness, tolerance, flexibility and strength.
Lotus

In Buddhism, the lotus flower represents purity of the spirit, mind, and body because it grown in mucky waters but emerges pristine.
Imagine interviewing the artist who created this work in Japan around 200 years ago. What questions might you ask in order to gain a better understanding of the work?

Tsubaki Chinzan (Japanese, 1801–1854). *Flowers and Insects*, early–mid-19th century. Ink and watercolor on silk; 16 3/8 × 111 inches. 82.31
Select one piece from “The Seasons in Bloom Artwork” pages.

- Write two questions you might ask the artist.
- Taking on the role of the artist, how might you answer these two questions?

Asian literature is full of botanical imagery.
Compare the four gracious plants by selecting two works of art to analyze.

• Consider the uniqueness of the pieces you are comparing.
• Think about how the artist used materials.
• Include descriptions of additional decorations or designs besides the plum blossom, orchid, chrysanthemum, and bamboo.
• Comment on the emotions or feelings that these representations evoke.
• Provide evidence leads you to draw these conclusions--the size of the image, the brush stroke, the color, the texture, the detail, etc.

## Four Seasons Calendar

<table>
<thead>
<tr>
<th></th>
<th>SPRING</th>
<th>SUMMER</th>
<th>AUTUMN</th>
<th>WINTER</th>
</tr>
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<tbody>
<tr>
<td>Image</td>
<td>Plum Blossom: Plum Blossom</td>
<td>Orchid: Orchid</td>
<td>Chrysanthemum: Chrysanthemum</td>
<td>Bamboo: Bamboo</td>
</tr>
</tbody>
</table>

- **SPRING**: Plum Blossom
- **SUMMER**: Orchid
- **AUTUMN**: Chrysanthemum
- **WINTER**: Bamboo
What countries were represented in the artwork you saw?
What forms of artwork did you see?
What materials were used to make these artworks?

What types of decorations did you see on the artwork?
Which flowers? What besides flowers?
MUSEUM OBJECT SELECTED: __________________________________________
DATE OF CREATION: _________________________________________________
ORIGINAL LOCATION: (circle one) China Korea Japan
MEDIUM: _________________________________________________________

VISUAL RESEARCH
How does the form of the artwork match its function?

How could you change the form or the materials used to make the object?

How would those changes affect the work’s function?

What is the symbolism of the plant shown on the object?

How could you change the image of the plant?

REENGINEER THE ARTWORK TO INCLUDE A DIFFERENT PLANT
Which plant have you chosen to replace the original plant?
Explain why . . .

NEW DESIGN DRAWINGS (including measurements of height and width):

Description of new object:

REVIEW OF DESIGN:
Cheer:

Cheer:

Check:
FEEDBACK TIME!

- Cheer: What has this designer done well?
- Cheer: What unique ideas and creative details did the designer include?
- Check: What did this designer not take into consideration or what is one item that might be improved?
<table>
<thead>
<tr>
<th><strong>ENGINEERING DESIGN RUBRIC</strong></th>
<th><strong>ADVANCED</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>LIMITED</strong></th>
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<tr>
<td>Student selected one specific museum object for his/her design.</td>
<td>Student incorporated more than one specific museum object for their design.</td>
<td>Student selected one specific museum object for their design.</td>
<td>With directed help, student selected a specific museum object for their design.</td>
<td>Student did not select a museum object for their design.</td>
</tr>
<tr>
<td>Student used specific visual evidence from the object as inspiration and details in his/her design.</td>
<td>Student used specific visual evidence from the object as inspiration for creative and original details.</td>
<td>Student used specific visual evidence from the object as inspiration and details in their design.</td>
<td>Student used little visual evidence from the museum object in their design.</td>
<td>Student did not use any specific visual evidence from the museum object as inspiration and details.</td>
</tr>
<tr>
<td>Student completed the “Engineering Design Guide” graphic organizer to address key questions in their design.</td>
<td>Graphic organizer completed with multiple accurate details for each frame.</td>
<td>Graphic organizer completed with details for each frame.</td>
<td>Graphic organizer completed with few or inaccurate details in some frames.</td>
<td>Incomplete graphic organizer and/or information is inaccurate.</td>
</tr>
<tr>
<td>Student used creative thinking in redesigning the work with original elements.</td>
<td>Student developed multiple unique ideas and creative details in redesigning the work.</td>
<td>Student used several unique ideas and creative details in redesigning the work.</td>
<td>Student developed a few unique ideas or creative details in redesigning the work.</td>
<td>Student only changed one or two items from the original work of art in redesigning the piece.</td>
</tr>
</tbody>
</table>
Captions

Page 6

Page 9
1. Yamamoto Baiitsu, (Japanese, 1783-1856). *Bush Clover and Quails*, early 19th century. Ink and watercolor on silk; 52 1/4 × 22 3/8 inches. 82.43

Page 11

Page 13

Page 14
Captions

Page 14
2. Tsubaki Chinzan (Japanese, 1801–1854). Flowers and Insects, early–mid-19th century. Ink and watercolor on silk; 16 3/8 × 111 inches. 82.31

Page 15
1. Japanese, Noh Theater Robe, Karaori Type (Chryanthemum), 18th Century. Metallic and silk brocade, silk. 1984.23
2. Korean, Deep Bowl with Chrysanthemum Decoration, 15th–16th century. Stoneware with white slip decoration and light green glaze; 3 1/4 × 7 3/8 inches. 74.90

Page 16
2. Japanese. Detail from Set of Miniature Painting Albums, 18th–19th century. Albums: ink and watercolor on paper; Box: wood, ink. 2013.72

Page 17
Japanese. Incense Burner with Design of Sanskrit Characters and Lotus Flowers, 1185–1334. Gilt bronze; 11 in. 27.555

Page 18
Korean, Lotus Pond Screen, 19th Century. Ink and watercolor on paper; 61 1/4 × 115 3/8 inches. 2016.1

Page 19
Japanese. Incense Burner with Design of Sanskrit Characters and Lotus Flowers, 1185–1334. Gilt bronze; 11 in. 27.555

Page 20
Tsubaki Chinzan (Japanese, 1801–1854). Flowers and Insects, early–mid-19th century. Ink and watercolor on silk; 16 3/8 × 111 inches. 82.31

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