

## **Educator Resources: World Cultures**

The following resources are designed to prepare for and extend a classroom visit to the Ackland Art Museum. The experiences are intended to support classroom curriculum and learning standards, while allowing for students to express their ideas through a variety of formats – writing, discussion, research, and art making. Activities and conversation starters can be modified per grade level and discipline.

### **Introduction**

Studying ancient civilizations offers insights into chronologically distant periods of human history and at the same time, connections between their societies and ours. Since textual sources from those cultures may be difficult to find or incomplete, works of art provide especially important information. As we learn more about those who have come before us, we understand more about ourselves in this modern age and how we have come to be. From empires to city-states, the historical civilizations from around the world have each made a contribution to the development of mankind.

Art, like literature, music, and philosophy, reveals the values and attitudes of a particular people at a particular time and place. As men and women confront the basic issues of human existence, they make objects which allow them to visualize their experiences. In the art-making process, people reinforce and affirm their ideas or explore their feelings and ideas in ways that suggest new understandings.

### **Pre-Visit Experiences**

- **Looking Closely**

As a class, look closely at the Iranian Animal-shaped Pouring Vessel, the Syrian Funeral Relief of No'om, the Nok Female Figure, or the Chinese Chicken-Headed Ewer (see images and artwork information on pages 5–10). Consider the following:

- Look closely at this image and describe what you see.
- What information might this work of art tell you about the culture that made it?
- Where would you find more information about this work of art using the visual clues that you see?

- **Exploring the World: Culture, Beliefs, Geography, and Current Events**

Have students research basic information about country of their choice. Research should include geographic features, climate, location to other countries/bodies of water, economic industries, political and social systems, belief systems, and culture (food, music, literature, art). Encourage students to share their findings through a variety of formats – research papers, travel posters, display boards, image and word collages, etc.

As a class, continue the discussion about the countries through cultural materials such as clothing, music, art, literature, and film. The diversity of each country, its people, and the celebrations and conflicts are often expressed through the arts. Encourage students to compare and contrast these cultural materials by categories: ancient/contemporary, regions, belief systems, etc.

Have students to collect information about their country as seen through the eyes of world news and current events. For one or two weeks, have students pay attention to the political, social, economic, and cultural news related to an individual country and its relationships with other countries. Encourage students to collect newspaper or news website articles and images – have them share their findings, and, as a class, discuss their content.

- Complete a K-W-L chart (see page 4) to help students confirm what they know about art. The prompts include: “What I already know about art.”, “What I want to know about art.”, and “What I learned about art.”

### **Post Visit experiences**

- After your Museum Visit
  - Have students share one thing they remembered from the Museum. (Note: This activity can be done on the bus back to school and allows for students to be accountable for their learning and arts experience.)
  - Back in the classroom, have students think about their Museum experiences and respond through writing or drawing.
  - Review the pre-visit experience K-W-L chart to see which predictions were true and what new ideas students learned.
  - Create a class mural about the trip by passing around a large sheet of paper so students can write or sketch their impressions of the trip.
- Create a timeline using works of art from the Ackland Art Museum collection or use works from local, national, or international museums. Go to <https://ackland.org/collections>, select Search Collection Database, and choose a Department (i.e. European, Asian, or African) or type in a key word.

### **Additional Web Resources:**

- Ackland Art Museum, Chapel Hill: <https://ackland.org/collections/>
- North Carolina Museum of Art, Raleigh: <https://ncartmuseum.org>
- The Nasher Art Museum at Duke University, Durham: [www.nasher.duke.edu/](http://www.nasher.duke.edu/)
- Metropolitan Museum, New York: [www.metmuseum.org/art/collection](http://www.metmuseum.org/art/collection) or [www.metmuseum.org/toah/](http://www.metmuseum.org/toah/)
- Smithsonian, Washington D.C: [www.si.edu/educators/resources](http://www.si.edu/educators/resources)
- Louvre Museum, Paris: [www.louvre.fr/en/minisite](http://www.louvre.fr/en/minisite)
- The British Museum, London: [www.britishmuseum.org/learn/schools#explore-our-sessions-and-resources](http://www.britishmuseum.org/learn/schools#explore-our-sessions-and-resources)

### **North Carolina Standards for Social Studies**

- 6.H.1.1 & 3      Use historical thinking to understand the emergence, expansion and decline of civilizations, societies, and regions over time.
- 6.H.2.2          Understand the political, economic and/or social significance of historical events, issues, individuals, and cultural groups.
- 6.G.1              Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies, and regions over time.
- 6.C.1.1-2        Explain how the behaviors and practices of individuals and groups influenced societies, civilizations, and regions.
  
- 7.H.1.1 & 3      Use historical thinking to analyze various modern societies.
- 7.C.1.2          Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.
  
- WH.H.1          Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

### **North Carolina Standards for English Language Arts**

- 4.W.1 – 5.W.1    Text Types and Purpose (Opinion)
- 4.W.2 – 5.W.2    Text Types and Purpose (Informative/Explanatory)
- 4.W.7 – 5.W.7    Research to Build and Present Knowledge (Conduct research and writing)
- 4.W.8 – 5.W.8    Research to Build and Present Knowledge (Recall or gather information)
  
- 9-10.R.7          Integration of Knowledge and Ideas (Analyzing Written and Visual Information)

### **North Carolina Standards for Visual Art**

- 4.V.1 – 8.V.1      Use the language of visual arts to communicate effectively.
- 4.V.2 – 8.V.1      Apply creative and critical thinking skills to artistic expression.
- 4.CX.1. – 8.V.1    Understand the global, historical, societal, and cultural contexts of the visual arts.
- 4.CX.2 – 8.CX.2    Understand the interdisciplinary connections and life applications of the visual arts.

NAME \_\_\_\_\_

# KWL Chart

Before Your Visit

After Your Visit

What I <u>know</u> about art.	What I <u>want</u> to know about art.	What I <u>learned</u> about art.



Unidentified Artist, Iranian, Caspian region; Animal-shaped Pouring Vessel, c. early 1st millennium BCE; Earthenware; 8 3/4 x 12 x 6 3/16 in.; Ackland Art Museum, The University of North Carolina at Chapel Hill, Gift of Osborne and Gratia B. Hauge in honor of Dr. and Mrs. Sherman E. Lee, 91.21



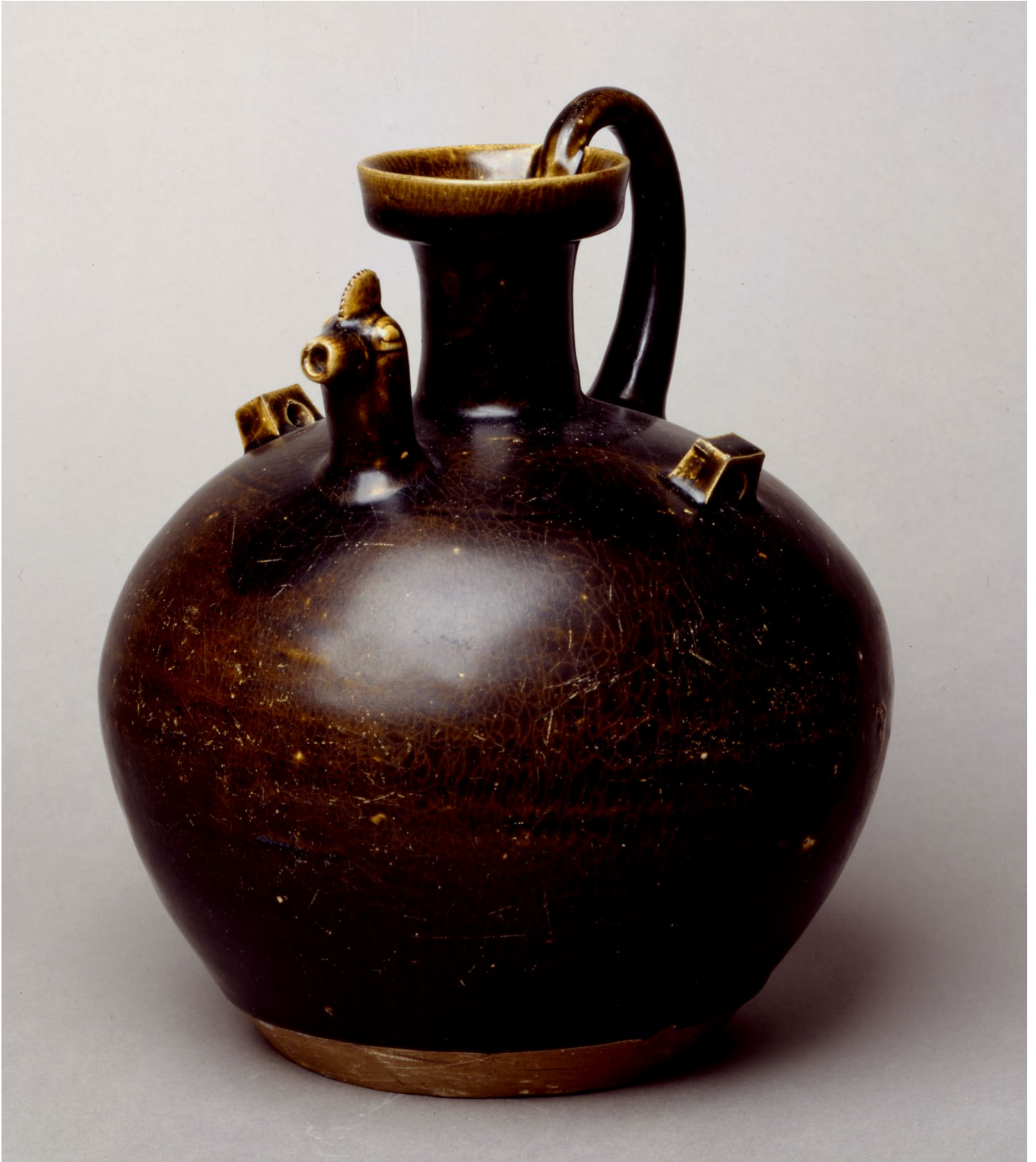


Unidentified Artist, Syrian, Roman; Funeral Relief of No'om, Wife of Haira, Son of Maliku, c. 150 CE; Sandstone; 19 3/4 x 15 5/8 x 7 3/8 in. ; Ackland Art Museum, The University of North Carolina at Chapel Hill, The William A. Whitaker Foundation Art Fund, 79.29.1



Unidentified Artist, African, Nigerian, Nok Culture; Female Figure, 100 BCE - 200 CE;  
Terra cotta; 19 1/2 x 5 x 5 in.; Ackland Art Museum, The University of North Carolina  
at Chapel Hill, Ackland Fund, 97.15





Unidentified Artist, Chinese; Chicken-Headed Ewer, 4th century; Glazed stoneware, Deqing ware; 9 1/16 x 7 1/2 in.  
Ackland Art Museum, The University of North Carolina at Chapel Hill, Gift of F. Eunice and Herbert F. Shatzman,  
2003.28.1



Unidentified Artist, Iranian, Caspian region  
Animal-shaped Pouring Vessel, c. early 1st millennium BCE  
Earthenware  
8 3/4 x 12 x 6 3/16 in.  
Ackland Art Museum, The University of North Carolina at Chapel Hill  
Gift of Osborne and Gratia B. Hauge in honor of Dr. and Mrs. Sherman E. Lee, 91.21

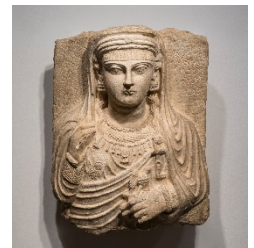


This pot would have been used to store and pour water or other precious liquids. The design fuses the Iranian love of animal imagery with the ceremonial pouring of liquids. Animal-shaped vessels, popular throughout the first millennium B.C.E., were excavated in cemeteries and were most prevalent in Talish and Germe, located within the coastal region of the Caspian Sea.

The four feet and the crest on the head may represent an animal used for riding and as a pack animal: the horse, with a cropped and spiked mane. This is a likely possibility, as the Parthian people made their fortunes herding horses, goats, and sheep on the extensive plains found throughout the region. Regardless of its identity, the pot is a beautifully preserved example of craftsmanship that successfully blends function with whimsy.

Source: Ackland Art Museum Curatorial files

Unidentified Artist, Syrian, Roman  
Funeral Relief of No'om, Wife of Haira, Son of Maliku, c. 150 CE  
Sandstone  
19 3/4 x 15 5/8 x 7 3/8 in.  
Ackland Art Museum, The University of North Carolina at Chapel Hill  
The William A. Whitaker Foundation Art Fund, 79.29.1



Palmyra is the ancient name for modern Tadmor, in Syria. It was an important trading center during the first three centuries of the Common Era, and when this sculpture was made, it was a prosperous city under Roman rule. No'om (identified by an inscription in Aramaic) wears earrings, necklaces, and bracelets that indicate both her personal wealth and that of the city.

The floral patterns on her clothing and bracelets resemble similar motifs included in two Indian sculptures installed on this wall to the right: Hand with Waterpot and Offering of the Four Bowls to Buddha. Shared patterns like these are visual reminders of the commercial connections between the Mediterranean and Asia.

Source: Ackland Art Museum Curatorial files

Unidentified Artist, African, Nigerian, Nok Culture

Female Figure, 100 BCE - 200 CE

Terra cotta

19 1/2 x 5 x 5 in.

Ackland Art Museum, The University of North Carolina at Chapel Hill

Ackland Fund, 97.15



Almost nothing is known of the Nok culture, which flourished in what is now Nigeria at the time of the Roman Empire in Europe. Since 1943 many terra-cotta figures like this one have been discovered, accidentally or through unsupervised excavation. Systematic archaeological excavation, recording how and where Nok artifacts have been found, has only just begun.

Until more information about the Nok culture is available, we cannot know whether this figure of a woman was placed at a shrine, a grave, or some other place, and whether she represents a servant, a court attendant, a queen, or a goddess. Even without this knowledge, however, we can appreciate the dignity expressed in her solemn expression and upright stance.

Source: Ackland Art Museum Curatorial files

Unidentified Artist, Chinese

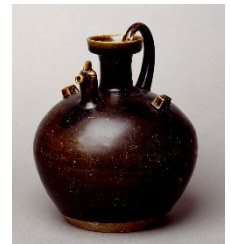
Chicken-Headed Ewer, 4th century

Glazed stoneware, Deqing ware

9 1/16 x 7 1/2 in.

Ackland Art Museum, The University of North Carolina at Chapel Hill

Gift of F. Eunice and Herbert F. Shatzman, 2003.28.1



This ewer represents the beginning of a tradition of brown and black glaze that would reach its height in the Song and Yuan dynasties. The early potters often had difficulty controlling the flow of the glaze and the result was a streaked or mottled surface. This ewer, with its smooth even glaze, is an unusually fine example for the time.

According to ancient Chinese lore chickens had the ability to ward off evil spirits, and the blood of a rooster was mixed with wine to seal a pledge. This may be the reason why it was very common to form the spouts of ewers like this, used to serve wine, in the shape of a chicken's head.

Source: Ackland Art Museum Curatorial files