

The Arts of Asia: Stories Across Time and Place Outreach Suitcase

"What a success!! ... I even had a split class that had seen the suitcase last year and [students] loved being the 'experts.'"
—Elementary School Media Specialist



ABOUT THE SUITCASE

This suitcase highlights works of art from SAM's Collection that illustrate complex historical and contemporary narratives. The objects in this suitcase are intended to help students more closely examine a wide range of subjects, from literature and language, to politics, geography, and much more. Using the objects as doorways into these themes, students will be able to discuss what factors influence historical and contemporary cultural development.

Book this suitcase online at www.seattleartmuseum.org/programs-and-learning/schools-and-educators/teacher-resource-center/suitcases.

LOOKING QUESTIONS

Encourage your students to look closely at the objects in the suitcase and images from SAM's Collection with questions like:

- How do objects tell stories?
- How might these stories change over time or if the object is moved to a new location or put to a new use?
- How have countries in Asia shared traditions and maintained distinct cultures?
- How have western nations viewed Asian art and culture?

WHAT'S IN THE ART OF ASIA OUTREACH SUITCASE?

Educator Resource Guide

- A list of relevant objects in the suitcase
- A list of images on the prints and CD that relate to these objects
- Looking prompts
- Background information on the objects
- Common misconceptions
- Questions to consider
- Activity ideas
- Related resources and glossary
- Washington State, Common Core, and National Core Arts Education Standards

Objects in the Suitcase (Pictured on Front)

- Boy's and girl's hanboks
- Bojagi
- Kimono
- Bowls, Chinese and Vietnamese
- Vase, Korean
- Cup, Japanese
- Calligraphy set and scroll
- Anime wall scroll: Nausicaa Valley of the Wind
- Shiva statue
- Buddha mask and keychains
- Guanyin statue
- Map, timeline, and books

Supplemental Images from SAM's Collection (on CD and 11 X 17" Prints)

Theme: Clothing

- [Nine Dragon Summer Robe](#), ca. 1880-1900, Gift of Mr. and Mrs. Richard D. Smith, 61.187
- [Wonsam \(wedding robe\)](#), late 19th century, Gift of Frank S. Bayley III, 92.145
- [Child's kimono](#), late 19th-early 20th century, Gift of the Christensen Fund, 2001.629
- [Portrait of Shah Jahan](#), mid 17th century, Gift of Rachel Young Maas, Thomas B. Young, Richard T. Young, in memory of their father, Arrigo M. Young, 59.46, Photo: Paul Macapia
- [Bojagi \(wrapping cloth\)](#), 20th century, Margaret E. Fuller Purchase Fund, the Asian Art Purchase Fund and the Korean Art Purchase Fund, 96.23
- [Some/One](#), 2001, Do Ho Suh, Barney A. Ebsworth Collection, 2002.43, © Do Ho Suh

Theme: Trade

- [Dish with phoenix and flower motifs](#), early 14th century, Purchased in memory of Elizabeth M. Fuller with Funds from the Elizabeth M. Fuller Memorial Fund and from

the Edwin W. and Catherine M. Davis Foundation, St. Paul, Minnesota, 76.7

- [Vase with floral and wave design](#), 15th century, Eugene Fuller Memorial Collection, 57.75
- [Covered box](#), 14th-15th Century, Gift of Gloria Gunn Prince, 92.82.18
- [Pear-Shaped Bottle](#), 15th century, Gift of Frank S. Bayley III, 89.188
- [Ewer with bridge handle](#), early 17th century, Eugene Fuller Memorial Collection, 58.12

Theme: Language

- [Akbar on horseback receiving homage](#), 17th century, Eugene Fuller Memorial Collection, 41.204
- [A Feast](#), 2001, Li Jin, Purchased with funds from Rebecca and Alexander Stewart, John and Shari Behnke, and the Modern Art Acquisition Fund, and partial gift of Meg Maggio and the Courtyard Gallery, Beijing, 2003.119, © Li Jin
- [Poem Scroll with Deer](#), 1610s, Tawaraya Sotatsu, Hon'ami Koetsu, Gift of Mrs. Donald E. Frederick, 51.127, © Seattle Art Museum; photo by Seiji Shirono, National Institute for Cultural Properties, Tokyo
- [Couplet](#), 1988, Wei Letang (John Way), Gift of Dr. James H. Soong in honor of Mr. Miles O. Johnson, 2007.94.1
- [Heart Sutra](#), 2002, Yoon Kwang-cho, The Asian Art Council, Frank S. Bayley III, Jacqueline MacRae, Everett and Andrea Paup, Griffith and Patricia Way, B. Joan Christoffersen, Maxine Gorton-Stewart, Kazuhiro Kawasaki, John Pehrson, Joanne Algarin, Nancy D. Haigwood, Estelle Wertheimer, and the Margaret E. Fuller Purchase Fund, 2005.111, © Yoon Kwang-cho, Photo: Paul Macapia

Theme: Image and Form

- [Churning of the Sea of Milk](#), 1730-40, Gift of Dr. and Mrs. Sherman Lee, 52.141
- [Temple banner](#), 18th century, Eugene Fuller Memorial Collection, 50.158
- [Lotus and Ducks](#), 1690s, Bada Shanren (Zhu Da), The General Acquisition Fund, the Asian Art Acquisition Fund, the Gates Foundation Art Acquisition Fund, Eve and Chap Alvord, James and Jane Hawkanson, the Chinese Art Support Fund, the Asian Art Council Seattle Art Museum Supporters, Frank S. Bayley III, Anne and Steve Lipner, Arnold Endowment in Support of Chinese Art, Rebecca and Alexander Stewart, Charlene and Jerry Lee, Omar and Christine Lee, David and Daphne Tang, William and Ruth True, Laurie and David Ying, and Friends of Mimi Gardner Gates, in honor of Mimi Gardner Gates, 2009.35.1
- [Table screen](#), 1736-95, Eugene Fuller Memorial Collection, 33.61.1-2

Continued Supplemental Images from SAM's Collection (on CD and 11 X 17" Prints)

Theme: Image and Form

- [Crows](#), early 17th century, Eugene Fuller Memorial Collection, 36.21.1
- [Preaching Buddha](#), 17th century, Eugene Fuller Memorial Collection, 45.45
- [Autumn Colors at Togano'o](#), 1870s, Kono Bairei, Gift of Griffith and Patricia Way, in honor of the 75th Anniversary of the Seattle Art Museum, 2009.70.3

Theme: Beliefs

- [Illustration for Bhagavata Purana the Rukmini-Haran](#), first half 16th century, Eugene Fuller Memorial Collection, 62.89

- [Shiva, Lord of the Dance\(Shiva Nataraja\)](#), Chola period, 11th century, Eugene Fuller Memorial Collection, 67.9
- [Standing Buddha](#), 7th-8th century, Thomas D. Stimson Memorial Collection and Hagop Kevorkian, 46.47
- [Head of Buddha](#), ca. 800, Gift of Mrs. John C. Atwood, Jr., 53.70
- [Seated Guanyin](#), 10th-late 13th century, Eugene Fuller Memorial Collection, 35.17
- [Tigerish Bean](#), 2005, Joseph Park, Northwest Purchase Endowment in memory of Linda Farris, 2006.3, © Joseph Park

SAMPLE ACTIVITY: STORIES BY DESIGN

- Evaluate the designs on the blue and white porcelain, including the Chinese and Vietnamese bowls in the suitcase (Objects 5 and 6) and the two blue and white porcelain images (Images G and H). What story might they be telling? Write down different ways you interpreted the design, referencing specific parts of the design. Then, using blue on white (pen on paper, paint on clay, and chalk on outdoor wall) create a design and explain the story you wanted to tell through the design.

SAMPLE ACTIVITY: TOOLS OF THE TRADE

- How do the tools we use influence our writing? Have students examine and explore the calligraphy set included in this suitcase (Object 9). How would your writing change if you were using this paintbrush vs. a pencil vs. a computer? Ask students to research how technologies from the invention of paper to the copy machine have influenced the way we write.

SAMPLE ACTIVITY: ANALYZE YOUR ATTRIBUTES

- Attributes are the physical traits of a god or figure. For example, look at the Buddha's long earlobes (Object 13). Each attribute tells a story about that deity. They can also give clues as to whether the deity is thought of as peaceful, strong, powerful, or wise. Have students look at the Preaching Buddha (Image V). Have the students list the deity's attributes, as well as if they think it is peaceful, wise, powerful, etc. Then, have them link certain attributes to their feelings about its presence.
 - Extension: Ask students what attributes they associate with words like power or wisdom. Then, draw a character or write a description of a figure with these attributes.
 - Extension: The Buddha keychain in this suitcase (Object 14) is a pop-cultural representation of a religious figure that can be used in everyday life. Cite other examples of how religious figures, images, or symbols are brought into contemporary pop culture. For example, many popular musicians have appropriated religious imagery into their music videos. How do these images change meaning in these contexts? What was the public reaction to this image?