**Lesson Title:** Learning Imagined: Images of the Teacher in Tibet and Medieval Europe  

**Subject Area(s):** Art History / Social Studies  

**Grade Level:** 6-8  

**Author:** Paula Russo  

**County:** The Hotchkiss School

<table>
<thead>
<tr>
<th><strong>Maryland VSC Standards, Indicators, Objectives</strong></th>
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<tr>
<td><strong>Fine Arts Content Standard</strong> (grade 8)</td>
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| 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. | 2.0 Peoples of the Nation and the World  
5.0 History |
| 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience. | |

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<th><strong>Fine Arts Indicator(s):</strong></th>
<th><strong>Social Studies Indicator(s):</strong></th>
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| 1.1 Identify, describe, interpret, and produce visual representations of the physical qualities of observed form  
1.2 Interpret and communicate the meaning of art works | 2.A.1 Describe the characteristics that historians use to organize people into cultures  
5.2 Analyze the major traditions, customs, and beliefs of Buddhism and Hinduism and their influence throughout Asia.  
5.4 Analyze the changes in European society during the Middle Ages |
<p>| 2.1 Compare and explain how works of art from various cultures communicate feelings, ideas and universal themes | |</p>
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<th>Fine Arts Objective(s):</th>
<th>Social Studies Objective(s):</th>
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<tr>
<td>2.2 Explain and demonstrate how artworks reflect and influence beliefs, customs and values of a society</td>
<td>2.A.1.b Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history.</td>
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<td>2.3 Classify artworks by selected factors, including subject matter, style, and technique</td>
<td>2.A.1.c Describe the social, political, and religious character of societies in early world history</td>
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<tr>
<td>2.4 Explain commonalities of content and process among the arts, humanities and sciences</td>
<td>5.C.2.a Describe the major traditions, customs and beliefs of Buddhism</td>
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<td>Fine Arts Objective(s):</td>
<td>Social Studies Objective(s):</td>
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<tr>
<td>2.2 a Compare historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of a society</td>
<td>5.C.4.a Analyze the major traditions, customs, and beliefs of Christianity</td>
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<tr>
<td>2.3 a Compare similarities and differences in subject matter, styles, and techniques among various cultures</td>
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and periods of art history

2.4.a Compare ways in which themes, ideas, and issues in human experience are translated and expressed through the arts, humanities, and sciences

**Objective(s) (Connecting the content areas)**

Compare form and meaning of two paintings that share some formal elements and subject matter in order to understand the ways in which learning, and the authority it confers, is transmitted and represented in Tibet and late Medieval Europe. Understand the concept of sacropolitical authority. Understand how the representation of space provides insight into the cultural construction of meaning.

**Description of Lesson/Activities**

Examine, compare and analyze, paintings of Situ Panchen and St. Augustine:


Scenes from the Life of St. Augustine: [Master of Saint Augustine: Scenes from the Life of Saint Augustine (61.199)](http://heilbrunn.metmuseum.org/art/collection/search/238072) | [Heilbrunn Timeline of Art History | The Metropolitan Museum of Art](http://heilbrunn.metmuseum.org/art/collection/search/238072)

**Procedure**

1. **Look**
   Students will examine the two images and identify objects and symbols that they encounter on first sight.
   Working in small groups, students will take brief notes while undertaking a formal analysis of each painting using “How to Read a Work of Art” (attached).

2. **Compare**
   Students will compare the parts: iconography, color, shapes, and figures in different areas of the paintings.
   Students will compare the whole: composition; ways in which the parts combine to create meaning.

3. **Analyze**
   Because the subjects of these two paintings are (among other things) learned men and teachers, students will discuss the ways in which learning and authority are
depicted in the two different traditions. Students will discuss the depiction of learned authority, disciples, and the sacropolitical roles of the two figures. Students will also note the role that patronage plays in the creation of these paintings.

**Materials for Teacher**
1. Image of Situ Panchen
2. Scenes from the Life of St. Augustine:
   [Master of Saint Augustine: Scenes from the Life of Saint Augustine (61.199)](http://meta.moma.org/toledo Km 15166/)
   Heilbrunn Timeline of Art History | The Metropolitan Museum of Art
3. Brief description of Scenes from the Life of St. Augustine (attached).
4. “How to Read a Painting” formal analysis handout (attached).

**Materials for Students**
1. Students will prepare by reading and taking notes on two short texts on Situ Panchen and on St. Augustine. (Students will have previously studied scholasticism and read a brief excerpt from St. Augustine’s *Confessions* in their unit on late Medieval Europe. The text on Situ Panchen will be an edited version of the introduction to the Sackler Gallery exhibit on the same topic.)
2. “How to Read a Painting” handout (advanced and introductory versions, attached).

**Assessment Strategies**

After the activity, student groups will be given another pair of paintings in class and have a period of time to look, compare and analyze following the above procedure. One member of each group will orally present the pair of paintings to the class.

Students will write a brief reflection on their class activities for homework.