**High School Lesson Objectives:**

* + Describe the significance and impact of the Qin in Chinese culture.
	+ Analyze ways in which the Qin and the Literati were adopted by the Japanese.
	+ Explain how the Japanese artist Gyokudo emulates the creative influence of Chinese art on Japanese culture with the qin at the center

**Lesson Ideas (Should be used in conjunction with the previous article):**

 1. Compare and Contrast - - Japanese & Chinese Art

* Use Nanga and Bunjinga (Japanese art influenced by the Literati from the Southern Song Dynasty)

<http://education.asianart.org/explore-resources/background-information/japanese-painting-nanga-and-bunjinga-school>

Examples of Chinese Southern Song Paintings: <https://depts.washington.edu/chinaciv/painting/tptgssla.htm>

* Have students compare these paintings to look for similarities and differences between the art of the Southern Song Dynasty Literati and the Nanga and Bunjinga painters during the Tokugawa Shogunate.
* Use this to discuss the influence of Southern Song Literati influence on Nanga and Bunjinga

 2. Japanese - Qin/Literati Art & Poem Gallery Walk

* Gather 8-10 examples of Japanese art (music, literature, and poetry) influenced by the Literati. (more or less depending on classroom space and class size)
	+ - Before the activity, give each student a chart worksheet with boxes for each station where they can reflect on each piece of art and answer questions when they arrive at the station.
		- Ideas for art and literature to include at the stations:
			* Chinese inspired Japanese paintings and calligraphy available on asianart.org (or in the sidebar)
			* Excerpts (from the article) of Literati poetry by Gyokudo (and other Japanese and Chinese poems)
			* May also include sound clips of authentic Chinese and Japanese Qin music that can be found on YouTube.
* Have students spend 5-10 minutes at each station. They should view, read, or listen to the art at each station and reflect on what they are viewing.
	+ - When students complete this activity, spend time as a class synthesizing information and asking them to draw conclusions about themes they picked up in their observations.
		- *For more advanced students, consider assigning a follow up essay where they analyze their findings.*

**Suggested Units for Inclusion:**

* + World History: Units on East Asia, China, Japan
	+ Art History: Units on calligraphy, East Asian Art themes
	+ Music: The influence of the Qin, East Asian Music unit
	+ World Cultures: Units on Cultural diffusion, East Asia, Art, Literature.
	+ Human Geography: Cultural Patterns
	+ Languages: Chinese & Japanese Language Units
	+ Literature: World Literature units on East Asian Literature

**Study Questions:**

1. How has Japanese art and poetry maintained its Japanese identity despite being heavily influenced by the Chinese Literati. Provide some examples.
2. Discuss potential reasons for why the Qin was most popular during the Heian period and Tokugawa Period but not during the Medieval Period in Japanese history.
3. How did Gyokudo influence Japanese art and culture in a way that no other Japanese artists were able to? Elaborate with examples from the article.