

LESSON OVERVIEW			
<b>Name:</b> Theresa Quindlen	<b>Grade:</b> 12	<b>Subject:</b> AP Art History	<b>Location:</b> San Francisco
<p><b>Context &amp; Purpose:</b> Students will be studying art from South, East, and Southeast Asia. Included in the unit is an example of ukiyo-e, the Japanese art of woodcut printing. Students will learn about this seminal art tradition and how it informed European art that has already been studied. Students will engage in a QFocus where they will generate questions about a print of ukiyo-e art that was created at the same time as the piece that is in Unit 8 of the AP Art History Course Content. Students will then analyze <i>The Great Wave off Kanagawa</i>, one of the most classic examples of ukiyo-e that has become part of popular culture. Students will be prompted to make as many comparisons as they can between the European art that has already been studied, the QFocus print, and the print from Unit 8.</p>			
<p><b>Lesson Procedure:</b></p> <ol style="list-style-type: none"> <li>Students will be introduced to the Japanese art form of ukiyo-e through this video: <a href="#">Ukiyo-e An Introduction to Japanese Prints</a>. Students will record any questions, comments, and/or observations they have while watching the video. Students will be prompted to think about other forms of printmaking that they have studied throughout the year in the AP Art History Course Content. Students will consider other forms of woodblock printing they have studied and how they compare with the prints shown in the video.</li> <li>Students will be shown the image for the QFocus (as seen below) on a screen in the classroom. Students are to write down as many questions they can think of based on the image</li> <li>Students will then practice QFT to determine which questions are closed questions and to change those closed questions to open questions.</li> </ol>			
<p><b>Next Steps (i.e. how student questions will be used after the QFT):</b></p> <ul style="list-style-type: none"> <li>After students generate questions students will then work in dyads or triads to see if they have similar questions. Students will then create a list of 6 to 9 questions that they find most salient.</li> <li>Students will then be asked to examine their questions while considering their study of Japonisme, which was studied earlier in the year.</li> <li>Students will research their chosen questions and then participate in an extension activity where they make connections between ukiyo-e printmaking and European artwork from the AP Art History Course Content. Students will examine the entire entry from the Library of Congress for the QFocus image and consider the date of when the print was made, comparing that date to European art that was influenced by Japonisme.</li> <li>Students will then study the example of ukiyo-e in Unit 8 of the AP Art History Course Content: <a href="#">The Great Wave off Kanagawa</a>.</li> <li>Students will be asked to use QFT strategies in looking at <i>The Great Wave off Kanagawa</i>. Students will be asked to repeat the process used for the original QFocus image.</li> </ul>			
<p><b>Question Focus:</b> How do Japanese prints inform us about European art created in the same time period?</p>		<p><b>Reflect on your QFocus:</b> The print below was chosen deliberately for a number of reasons. The print has another print depicted in it. Students have studied many European paintings that have other paintings within them; this is a connection that students should be able to ascertain. The perspective of the piece is something that students have studied: optically representational or stylized? In studying Japonisme, students have learned about Mary Cassat, one of only a handful of women who is in the AP Art History Course Content, and who was widely influenced by Japanese prints. Cassat was also a master of domestic scenes, as the one depicted in the QFocus image.</p>	



LINK: [QFocus Japanese Print](#)

**Tailoring Instructions:**

- **Categorization Instructions:**  
Students will categorize questions by identifying closed and open ended questions. Students will be asked to turn closed ended questions to open ended questions.
- **Prioritization Instructions:**  
Students will be asked to create questions that will provide answers regarding previously learned art works and how those relate to the QFocus image.
- **Reflection Questions:**  
Students will be asked to reflect on their questions and how they relate to other pieces of art work already studied. Do students see similarities, how and why? Do students see differences, how and why?
- **Other:**  
An extension activity would have students consider that the domestic sphere shown in the QFocus image was created by a male artist but depicts a woman. Whereas in studying European art from the same period a female artist depicts women in a domestic sphere. Students will be asked to reflect on how the gender of the artist may or may not have the viewer interact with the art in different ways.

While you are not required to implement your lesson plan to complete the “Teaching Students to Ask Their Own Primary Source Questions” course, we hope that you do! If you do have a chance to implement your lesson plan prior to posting it in the TPS Teachers Network [Question Formulation Technique for Primary Source Learning group](#), please consider adding and sharing some of the information below in addition to your plan above:

**LESSON OUTCOMES**

**Student Questions:**

**Student Reflections:**

**TEACHER REFLECTIONS**

**Reflect on your lesson design and how well it achieved your objectives.**

**Which student questions stood out to you? Why?**

**Overall, what did you learn from this experience? What questions do you now have?**

Japanese Prints from the Library of Congress:

<https://www.loc.gov/resource/jpd.01961/>

<https://www.loc.gov/resource/jpd.02706/>

<https://www.loc.gov/resource/jpd.00256/>

<https://www.loc.gov/resource/ppmsca.18992/>

<https://www.loc.gov/resource/jpd.00841/>