

<b>Lesson:</b>	Creating Delftware Tiles	<b>Length of Experience:</b>	1-2 hours
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<b>Brief Description:</b>	As different cultures around the world interact, they exchange cultural goods and practices. Some of these goods then change to reflect the histories and stories of a community. Students will learn the history of delftware tiles and create their own personalized tiles.
<b>Question:</b>	<p>What does comparing Ming dynasty porcelain and Dutch delftware tiles teach us about the movement of design across cultures?</p> <p>How can we tell stories through art?</p>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>● Compare and contrast Ming dynasty porcelain and Dutch delftware tile</li> <li>● Explain how art and design moves from one culture to another</li> <li>● Tell a story by creating a personal delftware tile</li> </ul>
<b>NYS Learning Standards:</b>	<ul style="list-style-type: none"> <li>● 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. <ul style="list-style-type: none"> <li>○ 3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next. <ul style="list-style-type: none"> <li>■ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</li> <li>■ Students will examine symbols of each selected world community.</li> </ul> </li> <li>○ 3.4b Arts, music, dance, and literature develop through a community's history. Students will explore the arts, music, dance, and literature of each selected world community.</li> </ul> </li> <li>● 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. <ul style="list-style-type: none"> <li>○ 3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time. <ul style="list-style-type: none"> <li>■ Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.</li> <li>■ Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.</li> </ul> </li> </ul> </li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Ceramic tiles</li> <li>● Permanent markers</li> <li>● Craft sealing spray</li> </ul>

	<ul style="list-style-type: none"> <li>● Felt</li> <li>● Adhesive magnets</li> </ul>
<b>Learning Modalities:</b>	<p>Visual: observing Ming dynasty porcelain and Dutch delftware tiles  Tactile: students create their own delftware tiles</p>
<b>Step By Step Process:</b>	<ol style="list-style-type: none"> <li>1. Have students spend about five minutes observing the delftware tiles on the DFM parlor fireplace. If numbers permit, assign 1-2 students to observe one specific tile. <ol style="list-style-type: none"> <li>a. Ask students what they noticed during their observation. Some observations could be: <ol style="list-style-type: none"> <li>i. Colors</li> <li>ii. Designs</li> <li>iii. People or animals</li> <li>iv. Lines (thin/thick, straight/curvy, etc.)</li> <li>v. Other places they've seen similar designs (vases, lamps, plates, etc).</li> </ol> </li> </ol> </li>   <li>2. Show students high-quality images of Ming dynasty porcelain. Have them repeat the observation process, then share their observations. <ol style="list-style-type: none"> <li>a. Ask students what <i>similarities</i> they found between the porcelain and tiles.</li> <li>b. Ask students what <i>differences</i> they found between the porcelain and tiles.</li> <li>c. Record similarities and differences on a large piece of paper or similar, creating a chart.</li> </ol> </li>   <li>3. Give a <b>brief</b> overview/history of how Dutch artisans were inspired by Ming dynasty porcelain when making Delftware tiles. <ol style="list-style-type: none"> <li>a. During the Ming Dynasty [1368–1644], Chinese artisans made blue-and-white porcelain using cobalt from Central Asia. They decorated their pieces with popular images from Chinese culture, such as the dragon, a symbol of good fortune, and pines, plum trees, and bamboo, the "Three Friends of the Cold Season."</li> <li>b. Blue and white porcelain became popular in Europe, especially the Netherlands, after the Dutch East India Company brought Ming porcelain to Europe in the early 1600s.</li> <li>c. Dutch potters were not able to recreate true Ming porcelain, but potteries in Delft created their own version of blue-and-white earthenware called Delftware.</li> <li>d. Dutch potters began using their own cultural symbols as decoration, such as windmills and tulips. They also used stories from mythology, the Bible, and scenes from everyday life.</li> <li>e. Define: cultural diffusion</li> </ol> </li>   <li>4. Delftware tile craft <ol style="list-style-type: none"> <li>a. Pass out tiles, markers, and felt to each student. First, have students stick felt on the back and write their initials in permanent marker.</li> <li>b. Students flip tile over and create their own design. Remind them of the</li> </ol> </li> </ol>

different stories we discussed on the delftware tiles we looked at earlier. Students may create whatever story they wish on their tile.

- c. When students are done drawing, give them a magnetic strip to place on the back of the tile and create a fridge magnet. (If students want to forgo a magnet and use tile as a coaster, that works too).
- d. Have students give their tile to an adult to seal with craft spray. After 15 minutes, the tiles are ready to take home.

5. Present

- a. With extra time, students can hold up their tile and explain the story they told with their design.