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Teacher note:

Each student will need a copy of the timeline template (page 5) and a pencil or pen for an interactivity during the videoconference.
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Teacher Information Guide

Program Objectives:

1. Students will be able to describe the concept of the afterlife and explain why tombs were repositories for valued objects.
2. Students will be able to identify various periods of Chinese history, such as the Shang and Tang Dynasties.
3. Students will be able to identify several types of materials and techniques used by ancient Chinese artisans to construct useful objects and grave goods.
4. Students will be able to discuss the continuity of Chinese tomb culture over several centuries.

Program Description:

In this program, students will be introduced to selected objects found in ancient Chinese tombs as a way of surveying history from the late Neolithic (3,000 BC) era to the Tang Dynasty (618-907 AD). These objects reveal the contents of ancient tombs and shed light on similar types of items used for daily life. In addition, these tomb goods—ritual vessels, figurines, and musical instruments—represent exemplary workmanship in jade, bronze, and ceramics. Working methods with these materials are also explored.

Common Core State Standards Applicable:

*English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects - 7th Grade*

**CCSS.ELA-Literacy.RL.7.5**
Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**CCSS.ELA-Literacy.SL.8.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.RH.7.4**
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**CCSS.ELA-Literacy.W.7.2**

**CCSS.ELA-Literacy.WHST.7.2**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.7.7
CCSS.ELA-Literacy.WHST.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8th Grade

CCSS.ELA-Literacy.RL.8.5
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.W.8.2
CCSS.ELA-Literacy.WHST.8.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.8.7
CCSS.ELA-Literacy.WHST.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10

CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CCSS.ELA-Literacy.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.W.9-10.4
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.7  
CCSS.ELA-Literacy.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Grades 11-12**  
CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CCSS.ELA-Literacy.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.W.11-12.4

CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.7

CCSS.ELA-Literacy.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

---

**National Education Standards:**

*For Fine Arts – Visual Arts (grades 7-12):*

- Understanding and Applying Media, Techniques, and Processes
- Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
- Understanding the Visual Arts in Relation to History and Cultures
- Making Connections Between Visual Arts and Other Disciplines

*For Language Arts – English (grades 7-12):*

- Communication Skills
• Communication Strategies
• Applying Knowledge
• Multicultural Understanding
• Applying Non-English Perspectives

For Social Science (grades 7-12):
• Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 BC-300 AD
• Era 4: Expanding Zones of Exchange and Encounter, 300-1000 AD

For Language Arts – Foreign Languages (grades K-12)
• Communication
• Cultures
• Comparisons
Prior to the Program

Historical/Geographical Background:
Students should be familiar with various geographical locations in China and understand that its history extends several thousand years into the past. Completing one of the following activities may assist in this goal.

Group Presentations

Divide students into small groups of 4-5 people. Each group should select a topic and read the corresponding article from these URLs listed below and prepare a report to the class on what they have learned in reading the material.

1. Archaeology of Shang and Zhou Dynasty  
   http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm
2. Late Prehistoric China  http://www.metmuseum.org/toah/hd/qind/hd_qind.htm
5. The Tomb of the First Emperor  http://www.metmuseum.org/toah/hd/qind/hd_qind.htm

Members could pair up or assume individual roles within their group to facilitate preparing their report.
- Researcher (responsible for taking notes based on their reading assignment)
- Graphic Designer (responsible for visual presentation of material - a poster or short power point presentation of 5 slides)
- Presenters (responsible for making the oral presentation to the class)

Bio Poem or Fibonacci Poem

For each student, print out one copy of the project description and topic idea list (page 8), and one of the three formats (pages 9, 10, or 11). You may choose one format of poem for the entire class, or mix them up as you choose – the bio poems may be more interesting to younger students, and the Fibonacci format more exciting and flexible for high school students. Since the goal is to enhance the students’ background knowledge of China, ensure that each student chooses a different topic and that the poems are either displayed for a time, or read aloud.
Tomb Culture of Ancient China: pre-videoconference research activity

You are going to research a topic related to Chinese history or culture. Rather than writing a traditional report, you are going to write a poem.

**Choosing a subject:** Think about a question you have or a topic that interests you. The list below may provide some inspiration, but don’t feel limited by it! You have much leeway as to topic. Be sure to get your chosen topic approved by your teacher before you begin your research.

**Possible topics:**

<table>
<thead>
<tr>
<th>Oracle bones</th>
<th>Chinese terra cotta warriors</th>
<th>China in the Neolithic Era</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade artifacts</td>
<td>Chinese territories</td>
<td>Shang Dynasty (1523–1028 BC)</td>
</tr>
<tr>
<td>Terra cotta vessels</td>
<td>Chinese values</td>
<td>Zhou Dynasty (1045–256 BC)</td>
</tr>
<tr>
<td>Chinese writing</td>
<td>Chinese zoos</td>
<td>Ch’in (Qin) Dynasty (221–206 BC)</td>
</tr>
<tr>
<td>Chinese New Year</td>
<td>Chinese education system</td>
<td>Han Dynasty (206 BC–220 AD)</td>
</tr>
<tr>
<td>China airlines</td>
<td>Famous Chinese person</td>
<td>Six Dynasties (220–586 AD)</td>
</tr>
<tr>
<td>China earthquake</td>
<td>Famous Chinese tombs</td>
<td>Sui Dynasty (581–618 AD)</td>
</tr>
<tr>
<td>Chinese zodiac</td>
<td>Famous Chinese landmarks</td>
<td>T’ang Dynasty (618–906 AD)</td>
</tr>
<tr>
<td>Chinese birth chart</td>
<td>Chinese history</td>
<td>Five Dynasties (907–960 AD)</td>
</tr>
<tr>
<td>Chinese calendar</td>
<td>China geography</td>
<td>Sung Dynasty (960–1279 AD)</td>
</tr>
<tr>
<td>Chinese terrace farming</td>
<td>Chinese language</td>
<td>Yuan Dynasty (1280–1365 AD)</td>
</tr>
</tbody>
</table>

**Conducting your research:** Consider both web and print resources to gather information for your poem. Your library likely has many books or periodicals (such as National Geographic) that can help you. Below are some web articles to help get you started.

1. **Archaeology of Shang and Zhou Dynasty**  
   [http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm](http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm)
2. **Late Prehistoric China**  
   [http://www.metmuseum.org/toah/hd/qind/hd_qind.htm](http://www.metmuseum.org/toah/hd/qind/hd_qind.htm)
3. **Pottery**  
   [http://www.metmuseum.org/toah/hd/cneo/hd_cneo.htm](http://www.metmuseum.org/toah/hd/cneo/hd_cneo.htm)
4. **Jade**  
   [http://www.metmuseum.org/toah/hd/cneo/hd_cneo.htm](http://www.metmuseum.org/toah/hd/cneo/hd_cneo.htm)
5. **The Tomb of the First Emperor**  
   [http://www.metmuseum.org/toah/hd/qind/hd_qind.htm](http://www.metmuseum.org/toah/hd/qind/hd_qind.htm)

**Writing your poem:** Please use the poem format described on the separate page you received with this one. You are welcome to modify the format slightly to fit your material – the most important thing is to be creative! Be prepared to share your research poem with the rest of the class. You may also choose a photograph or draw a picture to accompany your poem.
Tomb Culture of Ancient China: *pre-videoconference research activity*

**Bio Poem Format 1:** Write your poem directly on this page. Remember, a bio poem doesn’t have to rhyme, or even be about a person!

Title ________________________________________________________________

Line 1 • (First name) __________________________________________________________

Line 2 • (Four traits to describe line 1) ____________________________________________

Line 3 • Related to (or, Sibling of) ________________________________________________

Line 4 • Who cares about ______________________________________________________

Line 5 • Who feels __________________________________________________________________

Line 6 • Who needs __________________________________________________________________

Line 7 • Who gives __________________________________________________________________

Line 8 • Who fears __________________________________________________________________

Line 9 • Who would like to see __________________________________________________________________

Line 10 • Resident of __________________________________________________________________

Line 11 • (Last name) __________________________________________________________________

Student’s Name: ______________________________ Date: ____________________________
Tomb Culture of Ancient China: pre-videoconference research activity

Bio Poem Format 2: Write your poem directly on this page. Remember, a bio poem doesn’t have to rhyme, or even be about a person!

Title __________________________________________

Line 1 • (First name only) __________________________________________

Line 2 • (Four adjectives that describe the person/object/concept) ________________

Line 3 • Brother/Sister or Son/Daughter of ______________________________________

Line 4 • Lover of (3 people, places, or things) ________________________________

Line 5 • Who feels (3 things) _______________________________________________

Line 6 • Who needs (3 things) ______________________________________________

Line 7 • Who gives (3 things) ______________________________________________

Line 8 • Who fears (3 things) ______________________________________________

Line 9 • Who would like to (3 things) _________________________________________

Line 10 • Resident of (city/state/province/country) _______________________________

Line 11 • (Last name only) ________________________________________________

Student’s Name: ___________________________ Date: ________________
**Tomb Culture of Ancient China:** *pre-videoconference research activity*

**Fibonacci Poems:** Choose format 1 or 2. Write your poem on a separate page of paper, or use a computer and print it out. Make sure you put down your name and the date, and supply a title for your poem. Your poem does not necessarily have to rhyme.

**Fibonacci Poem • Format 1**

Line 1 - one syllable.
Line 2 - 2 syllables.
Line 3 - 3 syllables.
Line 4 - 5 syllables.
Line 5 - 8 syllables.
Line 6 - 13 syllables.
Line 7 - 21 syllables.
Line 8 - 34 syllables.
Line 9 - 55 syllables.
Line 10 - 89 syllables.
Line 11 - 144 syllables and so on according to the Fibonacci sequence of numbers.

**Fibonacci Poem • Format 2**

Line 1 - one word.
Line 2 - 2 words.
Line 3 - 3 words.
Line 4 - 5 words.
Line 5 - 8 words.
Line 6 - 13 words.
Line 7 - 21 words.
Line 8 - 34 words.
Line 9 - 55 words.
Line 10 - 89 words.
Line 11 - 144 words and so on according to the Fibonacci sequence of numbers.
Vocabulary:

_Students should be acquainted with these terms. Brief knowledge of the timeframes and characteristics of the following Chinese dynasties is also helpful._

**Ancestor** – A deceased parent, grandparent, or other relative of a living person. Often a focal point of prayer and meditation.

**Artifact** – An object produced by human craft such as a tool, weapon, or ornament of archaeological or historical interest.

**Dynasty** – A succession of rulers from the same family. Beginning with the Shang dynasty, historical eras in China are named after the ruling family or clan.

**Jade** – A hard stone that is often used for ornamental carvings and jewelry. The name is actually used to describe two different minerals, nephrite and jadeite. Both jadeite and nephrite are usually pale green or white, but jadeite can occasionally be other colors, such as pink, lavender, blue, and emerald green. Jadeite is more rare, and green jadeite is highly prized.

**Neolithic** – New Stone Age. A period in the development of human technology, beginning about 9500 BC in the Middle East. Considered the last part of the Stone Age.

**Oracle Bone** – Pieces of bone or other material bearing the answers to questions asked of a diviner, consulted chiefly during the late Shang Dynasty.

**Terra Cotta** – "Baked Earth" in Italian. The term usually refers to clay-based, unglazed ceramic pieces, but also can refer to glazed pieces made from this brownish-orange clay.

**Historical Periods of China:**

**Neolithic Era (c. 10,000–1500 BC)**

**Shang Dynasty (1523–1028 BC)** – The second Chinese dynasty; engaged in large-scale production of bronze-ware vessels, and weapons.

**Zhou Dynasty (1045–256 BC)** – Longest-lasting dynasty. The zenith of Chinese bronzeware making. Also spelled “Chou”.

**Ch’ìn (Qin) Dynasty (221–206 BC)**

**Han Dynasty (206 BC–220 AD)** – Second imperial dynasty. The "Golden Age" in Chinese history.

**Six Dynasties (220–586 AD)**

**Sui Dynasty (581–618 AD)**

**T’ang Dynasty (618–906 AD)** – Chinese period of progress and stability; greatest age for Chinese poetry.

**Five Dynasties (907–960 AD)**

**Sung Dynasty (960–1279 AD)**

**Yuan Dynasty (1280–1365 AD)**

**Ming Dynasty (1368–1644 AD)** – Dynasty of flourishing arts: painting, poetry, music, literature, and dramatic theater.

**Ch’ing Dynasty (1644-1912 AD)**
tomb culture of ancient China timeline

B.C. 

B.C. 

B.C. 

B.C. 

A.D. 

A.D. 

A.D. 

name__________ date__________
Beyond the Program

Teaching Extensions: Language Arts/Social Studies/Visual Arts

**Writing About Art:** Working in groups of four or fewer, assign different groups a tomb from the list below to research. Study and research the artifacts of the assigned tombs to answer these questions in a paragraph or more:

1. Using the artifacts from the tombs, what can you learn about these royal figures?
2. Select two or three pottery or bronze objects and describe how they would be used.
3. How do these artifacts reflect the cultural beliefs towards death?
4. Describe any evidence of technological advances (or differences) between two tombs.
5. What are some limitations in making conclusions strictly from these tombs alone?

Neolithic Tomb at Dawenkou - 2300 BC

Shang Tomb of Fu Hao - 1200 BC

Western Zhou of the Count of Yu - 1000 BC
Eastern Zhou of the Marquis Yi - 433 BC

Han Tomb of Liu Sheng - 113 BC
Tomb Culture of Ancient China: multiple-choice quiz

1. How did the ancient Chinese usually prepare their dead for the afterlife?
   A. Mummifying the body
   B. Burying the deceased with items they would need in the afterlife
   C. Distributing all of the deceased’s belongings to the poor
   D. Sacrificing animals to please the gods

2. Which of these major religions has had significant impact on Chinese culture for over 2000 years?
   A. Christianity
   B. Hinduism
   C. Buddhism
   D. Islam

3. In Ancient China, the rights and privileges of the rulers and nobles were protected by very specific rules. According to the Book of Later Han, who was allowed to be buried in a jade suit?
   A. No one but emperors
   B. Emperors, princes & princesses, dukes, and marquises
   C. All aristocrats and other notable persons, but certain kinds of thread were prescribed for each rank
   D. Anyone who had enough money

4. The ancient Chinese believed spirits would watch over them in life and intercede for them with the gods. What spirits were these?
   A. Deceased ancestors
   B. The sun and moon
   C. Venerated cows
   D. Dragons

5. Which of the following is not a characteristic of jade?
   A. Tough but brittle
   B. Always completely opaque
   C. Difficult to cut
   D. Greenish hue

6. What was the purpose of bi disks?
   A. Burial object
   B. Symbol of sky/heaven
   C. Changeable and not known for certain
   D. All of the above
# Tomb Culture of Ancient China

**Materials Activity Sheet (Pre- and/or Post-Videoconference Assessment)**

<table>
<thead>
<tr>
<th></th>
<th>Stone</th>
<th>Ceramic</th>
<th>Jade</th>
<th>Bronze</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance</strong></td>
<td>What does the material look like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td>What did the ancient Chinese make out of it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>What methods did they use to shape it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Value</strong></td>
<td>Did the material hold any intrinsic value or meaning for the ancient Chinese? If so, what was it?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name: ___________________ Date: ____________**
**Additional Resources:**

Asia For Educators [http://afe.easia.columbia.edu/tps/to4000bce.htm#neo](http://afe.easia.columbia.edu/tps/to4000bce.htm#neo)

   In-depth website from Columbia University. Especially useful for this videoconference is the *China: History/Archeology* portion of the site.


   Lesson plan for grades 6-8 about the Great Wall of China.

Fibonacci Poems

   [https://www.visualthesaurus.com/cm/worksheets/celebrating-fibonacci-day/fibonacci.pdf](https://www.visualthesaurus.com/cm/worksheets/celebrating-fibonacci-day/fibonacci.pdf)

   [http://authoramok.blogspot.com/2012/05/we-got-beat-fibonacci-poems-part-1.html](http://authoramok.blogspot.com/2012/05/we-got-beat-fibonacci-poems-part-1.html)

**Credits:**

The research poem activities were suggested by Deborah Schmeck, a creative and helpful teacher at the Schuylkill Valley Middle School in Leesport, Pennsylvania.

*Quiz answers:*

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________
Your School_____________________________________________________________
School Address (with zip code) __________________________________________
E-mail Address _____________________________________________________
Grade/Class of students (e.g. 10th grade French) ____________________________
Program Title ___________________________________________________________
Program Date ___________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree   4= Agree   3= Neither Agree nor Disagree
2= Disagree  1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.
   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.
   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   (circle one)  Yes  No

   If no, why? ____________________________________________________________
8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.

(circle one)  Yes  No

9. Why did you choose The Cleveland Museum of Art Distance Learning?

(circle one)

a.) Price Point  
b.) Quality of lessons  
c.) Selection of lessons  
d.) Ease of working with CMA  
e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?

(circle all that apply)

a.) CMA inservice  
b.) CILC  
c.) TWICE  
d.) Conference  
e.) Brochure  
f.) The Cleveland Museum of Art website  
g.) The Teacher Resource Center  
h.) Other

11. Do you have any additional comments about the distance learning lesson?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please return the completed teacher evaluation form to:

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106

Or fax to Dale Hilton at 216-707-6679
Selected Images

**Square Wine Container (Fangyou),** c. 1250-1046 BC
China, Henan province, probably Anyang, late Shang dynasty (c.1600-c.1046 BC), Anyang phase (c.1250-1046 BC)
Bronze
1963.103

**Bell (Lai Zhong),** c. 800-700 BC
China, Shaanxi province, Meixian, Western Zhou dynasty (c. 1046-771 BC)
Bronze
1989.3
Tomb Guardians, early 700s
China, probably Shaanxi province, Xi'an, Tang dynasty (618-907)
Glazed earthenware, sancai (three-color) ware
2000.118