

## TARGETED QUESTIONS

Develop robust classroom dialogues around what is seen and heard in the [video](#). Students are encouraged to activate their prior knowledge and apply it to the conversation. By prompting the use of higher-order thinking skills, students analyze and evaluate.



### VISUAL ARTS

**Ask Students:**

“Why do you think the painter, Johann Zacharias Quast, used the specific elements of art that he did (color, form, line, shape, space, texture, value) to convey a desired effect? What might his artistic choices say about the time and society he was living in?”

Linked to Standard: Grades 7-8. Visual Arts. Responding. 7. Perceive and analyze artistic work. Analyze elements of a work that are indicative of the historical or cultural context in which it was created. (7-8.V.R.07)

**Ask students:**

“How do you think the painter, Johann Zacharias Quast, was influenced by the culture in which he was living, and how does that translate to the artwork *The Bug Plate*?”

Linked to Standard: Grades 7-8. Visual Arts. Responding. 8. Interpret intent and meaning in artistic work. Explain how an artistic work was influenced by the culture or historical context in which it was created. (7-8.V.R.08)

### SCIENCE

**Ask Students:**

“Ask students: Study the insects and arachnids on *The Bug Plate*. What features do you see that might increase successful survival and reproduction for any of these animals? How?”

Linked to Standard: Grade 7. Life Science. MS-LS1-4. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

**Ask Students:**

“What if we identified all of the insects and arachnids on *The Bug Plate*, and we learned that some of these insects and arachnids are now extinct or have mutated. What reasons might there be for these shifts in the populations?”

Linked to Standard: Grade 7. Life Science. MS-LS2-4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.

### ENGLISH LANGUAGE ARTS

**Ask Students:**

“What do you consider to be the main ideas presented in the video, and what makes you say that? What do you consider to be the supporting details presented in the video, and what makes you say that?”

Linked to Standard: Grade 7. Speaking and Listening Standards [SL]. Comprehension and Collaboration. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### HISTORY & SOCIAL SCIENCE

**Ask Students:**

“How did aesthetic ideas from Asia influence Europeans over the course of history, and how were those ideas diffused or circulated?”

Linked to Standard: Grade 7. Social Studies. Topic 4. Europe [7.T4]. c. Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE–500 CE [7.T4c]. 8. Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

# RIGOROUS CHALLENGES

Encourage students to respond to the [video](#) in ways that are driven by the creative process. Students' final products will differ as they apply their own unique skills, knowledge, and interpretations to the challenge.



## VISUAL ARTS

### Challenge Students:

“In the video we learn that sometimes artists of the era painted/drew insects from their imaginations based on what they knew about real insects. Using your knowledge about insects and the elements of art and principles of design, plan an artwork of an imaginary insect. Be sure to make intentional choices, develop sketches before beginning, and persevere through creative blocks.”

Linked to Standard: Grades 7-8. Visual Arts. Creating. 3. Refine and complete artistic work. Apply strategies to work through creative blocks. (7-8.V.Cr.03)

## HISTORY & SOCIAL SCIENCE

### Challenge Students:

“We learn in the video that because Asian porcelain had many desirable qualities, it was in high demand. Engage in a freewriting exercise to generate ideas about how materials in high demand might affect an economy. Then, think of our modern-day American society, and pick an object that is in high demand in today's society. Write about how this development does, or might, impact our economy.”

Linked to Standard: Grade 7. Topic 2. b. Early East Asian societies, religions, and cultures—Ancient China, c. 1600 BCE–500 CE [7.T2b]. East Asia. 2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.

## SCIENCE

### Challenge Students:

“In the video we learn that European scientists and artists wanted to recreate Asian porcelain because it had many desirable qualities, like being thin, lightweight, and strong. Using the (predetermined ahead of time) materials here in the classroom, design your own piece of dishware, like a bowl, plate, or mug. Design your piece of dishware to be as lightweight, strong, and waterproof as possible.”

Linked to Standard: Grade 7. Technology/Engineering. MS-ETS1-7(MA). Construct a prototype of a solution to a given design problem.

## ENGLISH LANGUAGE ARTS

### Challenge Students:

“Write a creative short story or a dialogue poem about *The Bug Plate*. Characters may include the painter, Johann Zacharias Quast, people working at the Lippert & Haas porcelain factory, and/or the insects and arachnids. Be sure to include elements that make a story successful, like choosing a point of view and following a sequential structure.”

Linked to Standard: Grade 7. Writing Standards [W]. Text types and purposes. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.