

The Field Museum Education Department Presents

Educator Guide

Part I

The Field Museum Education Department develops On-line Educator Guides to provide detailed information on field trip planning, alignment with Illinois State Goals and Learning Standards, as well as hands-on classroom activities to do before or after your visit to the Museum.



Splendors of China's Forbidden City: The Glorious Reign of Emperor Qianlong

March 12—September 12, 2004

Explore the hidden world of the Imperial Court and experience the Chinese empire at the peak of its wealth and power.

Teacher's Note:

Splendors of China's Forbidden City: The Glorious Reign of Emperor Qianlong consists of eight sections. Before you visit the exhibition, spend some time viewing the information on the Web site to begin planning your visit. We also recommend using some of our quick fun facts and pre-activities to introduce your student to the cultural complexities of the exhibition and focus one or two sections within the exhibition to study in depth. Each section has an introduction, guiding questions, pre-activities, field trip activities and post-activities to help guide your students' experience.

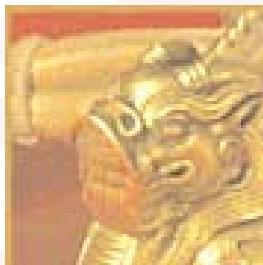
Sections:



Section 1:
Orientation to Imperial China



Section 5:
Personal Taste



Section 2:
Symbol of Supreme Power



Section 6:
Religion



Section 3:
Effective Leader



Section 7:
The Passing of Emperor



Section 4:
Family & Roles of Women



Section 8:
Transition area,
garden for reflection,
and reading area

Corresponding Illinois Learning Standards

Use of the materials in this Educator Guide in combination with a field trip to the exhibition will help you link learning experiences to the following Illinois Learning Standards. Teachers will need to identify specific goals to map to individual lesson plans or larger units of study. This exhibition, while suitable for all students regardless of learning style, maps closely to concepts studied in later elementary, middle school, and high school

Social Sciences:

State Goal 14: Political systems; State Goal 15: Economics; State Goal 16: History; State Goal 17: Social Systems; State Goal 18: Geography

English Language Arts:

State Goal 1: Reading; State Goal 2: Literature; State Goal 5: Research

Fine Arts:

State Goal 25: Language of the Arts; State Goal 27: Arts and Civilization

Foreign Languages:

State Goal 29: Culture and Geography; State Goal 30: Connections and Applications

Mathematics:

State Goal 7: Estimation and Measurement; State Goal 9: Geometry; State Goal 10: Data Analysis and Probability

Science:

State Goal 13: Science, Technology and Society

Physical Development & Health:

State Goal 24: Communication and Decision Making

Introduction to the Exhibition



The Forbidden City is a walled compound in Beijing, and was built in 1420 as the symbolic heart of the Chinese empire. A 178-acre complex comprising over 9,000 rooms, the Forbidden City once housed the residences of the imperial family, government offices, ceremonial halls, storehouses, treasuries, and the facilities needed to support the imperial household, such as workshops, stables, kitchens, and gardens. During Qianlong's reign tens of thousands worked there, including eunuchs, maids, cooks, laborers, and artisans. Today it stands as the Palace Museum.



Splendors of China's Forbidden City: The Glorious Reign of Emperor Qianlong is an unprecedented exhibition of nearly 400 artifacts from eighteenth-century imperial China. The exhibition is a vivid exploration of the long and eventful reign of Emperor Qianlong (1736-1795) and features artifacts and works of art never before seen outside China. The exhibition explores innovative themes: how an ethnic Manchu minority ruled over a vast Han Chinese majority; how the emperor and his wives and family lived; and what Qianlong was like as an individual—deeply religious, athletic, obsessed with technology and decoration, a great collector of art, a poet, and a brilliant, hands-on administrator.

Orientation to Imperial China



This exhibition presents an array of objects from the Palace Museum in Beijing that were given to, created for, and, in some instances, designed by one of China's greatest emperors: Qianlong. In this section of the exhibition, students will watch an overview video, view a model of the Forbidden City learn about China during Qianlong's reign.

Guiding Questions

- 1 Where is China and how have its borders changed from the time of Qianlong to the present?
- 1 Where is Imperial Palace (Forbidden City) and what is it?
- 1 Who was Qianlong?

Pre-activities

1. Draw a map of China and Beijing during Emperor Qianlong's reign. Locate the Forbidden City on this map. How large is the Forbidden City? Have students use estimation and measurement to determine the size of the actual architectural structure.
2. Ask students to research dragons as they are represented in Chinese culture. What does the dragon symbolize and why are they found throughout the Forbidden City? What other symbols and symbolic colors are found throughout the Forbidden City? What do they symbolize?
3. View the portrait of Emperor Qianlong online. Based on his portrait, have students write a description of what kind of person you think he was. Have students carefully describe his court dress and write a title for the hanging scroll painting located in the Orientation section of the exhibition.

Field Trip activities

1. When students arrive, have them compare their China and Beijing maps to the ones in the exhibition. Have students write a description of the natural environment of the Forbidden City as depicted in the murals, video, and model.
2. Ask students to sketch a part of the Forbidden City that they are most attracted to. What part of the Forbidden City did you draw? And, why?
3. Have students focus on the painting of people bearing tributes and gifts to Qianlong. What does this painting depict? What different kinds of costumes do you see? Hypothesize about where you think these gift-bearers are coming from. What countries or places?

Post-activities

1. Have students create a timeline representing world events that occurred during the reign of Emperor Qianlong.
2. Have student research the concept of ethnicity. Ask students to write about the similarities and differences between the Manchu and Han cultures.
3. Ask students to work in small groups researching their ideas about where the gift-bearers came from and why they are defending their hypotheses.

Symbol of Supreme Power



When the Qing rulers—Manchus from northeast China—took control of the empire, they inherited the Forbidden City palace from the Ming dynasty. They also inherited a set of powerful symbols and icons from the Ming who, like the majority of Chinese, were of Han ethnicity. These symbols, along with Manchu-based symbols, underscored the emperor's power and majesty, and appeared on nearly everything he touched, wore, ate from, or sat upon. Qianlong, a Manchu, used Han Chinese symbols to underscore his power as supreme ruler. In this section of the exhibition, students will view a life-size recreation of the Imperial Throne Room, replete with objects symbolizing the emperor's power.

Guiding Questions

- 1 What is a symbol?
- 1 What role do objects play in symbolizing power?
- 1 What is an emperor and how does an empire compare to other forms of government?
- 1 How is an emperorship a hereditary form of leadership?
- 1 What are the different cultural traditions and symbols of the Han people vs. the Manchu people?
- 1 How did Qianlong merge elements of the Han and Manchu cultures? Why did he do this?

Pre-activities

1. Have a discussion with your students about symbols of power. What defines power? How can symbols be forces of power within cultures? For example, the five-toed dragon remains the symbol of the emperor.
2. View images from the exhibition online. Ask students to identify as many symbols of power as possible in the Forbidden City and from objects belonging to Emperor Qianlong.
3. Have students look at Emperor Qianlong's court dress. Ask students to look carefully at the robes, hats, shoes, and jewelry. What types of symbols can you identify? How are these different from the ones found in the Forbidden City? What kinds of symbols do you wear on your clothing? How are these similar or different from Qianlong's symbols?

Field Trip activities

1. Have students focus on the messages of symbols, both traditional Han and Manchu symbols. How and why did these symbols draw upon ethnicity?
2. How do these objects illustrate identity? How are these objects crafted? How is symbolism appropriated from one culture to another?
3. How many other objects or paintings can you identify that contain symbolism? What do these symbols mean?

Post-activities

1. Have students compare traditional Han symbols and Manchu symbols.
2. Ask students to create their own symbol of power and write a short paragraph on what type of power their symbol holds and why it is important.

Effective Leader



To rule the vast Chinese empire successfully, an emperor had to be many things. A highly educated man with diverse talents, Qianlong pushed himself to excel in every aspect of ruling. He was a tireless bureaucrat with a mind for detail; a “hands-on” administrator who traveled the realm extensively, reviewing everything from dams and dikes to fortifications; and, as befitted his Manchu ancestry, an excellent huntsman, excelling in archery and horseback riding. In this section of the exhibition, students will view the tools and technologies used by Qianlong in the Palace and on the road as he executed his responsibilities as emperor. Students will also view artifacts of the Manchurian military traditions that were important cultural markers of Manchu ethnic identity.

Guiding Questions

- 1 What were the skills required of an emperor? Of Qianlong?
- 1 What kinds of choices did an emperor have in terms of the career, skills, and type of life he could pursue?
- 1 What kind of status or social responsibility was associated with calligraphy, administration, politics, war, horsemanship, and hunting?
- 1 What kinds of challenges did obtaining such diverse sets of skills pose to Qianlong and the other Qing emperors? What if you weren't as skilled as expected? What might have been the consequences?

Pre-activities

1. Ask students to research a high profile leader of a city, state, or the U.S. Ask them to write an essay answering the question: “What does it take to be an effective leader?”
2. Pretend that you are a social scientist. Conduct a survey of your classmates to understand the ways in which your school is governed. Present the results of your research to the class.

Field Trip activities

1. How do you know that Qianlong was effective in creating policies or creating good public relations in the Forbidden City? Is there evidence to back your hypothesis?
2. Ask students to create a Venn diagram showing the overlap between the kinds of skills and talents required by the President of the United States and those required of Emperor Qianlong.
3. Ask students to compile a list of all the different technologies and tools that Emperor Qianlong used to do his work as emperor. Compare and contrast these tools and technologies to those that we use today.

Post-activities

1. Ask students to create their own exhibit depicting the kinds of skills that the President of the U.S. must have in order to be effective.
2. In Emperor Qianlong's time, military skills and experience were important qualifications. Ask students to write a persuasive essay explaining the importance or irrelevance of this qualification to today's national leaders.

Family/Roles of Women



The emperor lived in a family that, to us, might appear unusual: over his lifetime, Qianlong had twenty-six children and forty wives, or consorts. While women and children in the emperor's family lived in the palace, adult males generally did not—the only men permitted in the residential areas of the palace at night were castrated servants, called eunuchs. For the emperor's consorts, every aspect of day-to-day life was ordered according to rank—and solely the emperor determined social rank. In this section of the exhibition, students will view some of the objects of everyday family life in the Imperial Palace, as well as a full size recreation of one of Qianlong's wife's chambers.

Guiding Questions

- 1 What is a family? How does this definition change from family to family? What did “family” mean during Qianlong's time?
- 1 What was the meaning of privacy in the Forbidden City? How were private and public spaces delineated?
- 1 How was the Imperial Palace designed to lend itself to the private and public life of Emperor Qianlong?
- 1 What kinds of everyday objects did the emperor and his family use? How were they decorated and what did they symbolize? Were there rules about who could use which objects?
- 1 Why did men and women have different areas in the palace and how were those spaces used?
- 1 What does it mean to be a father in your family? What did it mean to be a father if you were the emperor during Qianlong's time?
- 1 What was it like to be a woman or child in the Forbidden City? What were women's and children's primary roles and duties? How does that differ from your family?
- 1 Which women were more important/had more status and how was this determined?

Pre-activities

1. Have students research the organization of the emperor's family. How is the Imperial family structure different in its makeup compared to other cultures we know?
2. Draw your family tree. Write descriptions for each person on the tree, explaining what their role is in the family.

Field Trip activities

1. Ask students to read the section overview label. What does this mean, “Lived in luxury, but also in a carefully ranked social system?”
2. Have students focus on the painting *A New Year's Celebration*. How does this painting depict family life in the Forbidden City? Is this painting depicting an idealistic or realistic portrait of life for the women and children? Why would a painting like this be created?
3. Compare this painting to *A Court Lady of the Yongzheng Emperor*. This is one of twelve hanging silk scrolls depicting this woman's chamber room. How is this living chamber different from what we know about daily life for women in the Forbidden City?

Post-activities

1. Ask students to do further research for answers to the following questions: How were Emperor Qianlong's wives constrained by rank? Why did Qianlong's sons have to leave home once they reached adulthood? What did this reveal about the realities of power and influence in the Forbidden City?
2. Why could the life of palace women be difficult, lonely, or isolated?
3. Have students compare and contrast the roles of their mother, grandmother, or other parent/caregiver to the lives of the emperor's wives. Ask them to write a short story about their mother's, grandmother's, or caregiver's life growing up.

Personal taste



Qianlong was both a conservator of cultural traditions and an innovator in politics, the arts, and the sciences. Qianlong practiced calligraphy, reviewed and commented on thousands of works of art, oversaw a revised edition of existing Chinese literature, and composed some 44,000 poems in his lifetime. This study, support, and patronage were both personal—Qianlong took a sincere interest in the arts, and politics—because it showed the emperor as a fit ruler who was learned in all things. In this section of the exhibition, students will view a sitting room environment filled with objects that reflect Qianlong's personal taste as well as growing European influences.

Guiding Questions

- 1 Qianlong surrounded himself with many artifacts, what do these artifacts tell you about the emperor? How do the artifacts do this?
- 1 What kind of influence did European practices of representation play in how Qianlong was portrayed publicly? And how he liked to portray himself?
- 1 Did Qianlong have favorite or particularly influential European mentors/connections?
- 1 How did Emperor Qianlong change the types and styles of art displayed in the Forbidden City? How does this reveal his innovative personality or his traditionalism?
- 1 How were the objects in the Forbidden City acquired? What did these objects symbolize to him and to others?
- 1 What natural resources were used to create the luxurious objects found in the Forbidden City? Which of these materials was considered most valuable and why?
- 1 What kind of influence did European practices have on the production of art objects during Qianlong's time? How did these influences move into China?

Pre-activities

1. Ask students to catalogue the objects in their room or private space at home. Have each student categorize the types of objects they choose to surround themselves with. Working in small groups, have students compare and contrast the types of objects they value with those of their classmates.
2. Ask students to research the materials and production processes used in 18th century China to produce jade carvings, lacquer ware, or wood sculptures. In small groups, create a visual timeline using pictures from magazines, Web sites, and books of how these three art forms have changed up to the present time.
3. Ask students to create a short biography of Emperor Qianlong. Ask some students to focus on his family life, while others focus on his politics, etc.

Field Trip activities

1. In the private living room section of the exhibition, ask students to catalogue and categorize the objects with which Qianlong surrounded himself.
2. Select two objects that you are particularly drawn too. Sketch the objects and take notes from the descriptive labels. Write a summary comparing and contrasting the similarities and differences. Back in the classroom, share your summary.
3. Now, compare and contrast the objects Qianlong preferred to your own objects. How are your tastes and Qianlong's tastes similar and different? What factors might account for any similarities and differences you discover? (If time permits, *The Hall of Jades*, particularly The Qing Dynasty Section demonstrates this art form up to modern times in China).

Post-activities

1. Qianlong composed some 44,000 poems in his lifetime. Create your own poem inspired by what you learned in the exhibition.
2. Now, using your poem create a work of art inspired by the poem. What is the meaning of your artwork? How is it connected to the poem? What materials did you use to create your masterpiece?
3. Introduce students to the ancient art of Calligraphy. Ask students to write their name in English on parchment paper using a vertical scroll with brush and ink.
4. Ask students to design their own personal seal using melted crayons to stamp their scroll with. (Teachers or aides will melt the crayons once the design is complete).



Religion



Qianlong and his officials gave their support to many religions: Tibetan Buddhism—practiced by Qianlong himself, Manchu Shamanism—the religion of the Qing ancestors, Han Buddhism—practiced by the majority of China’s population, as well as sacrifices to ancestors and local deities, and even Christianity and Islam. Qianlong was involved in these religions in different ways: in some cases, as a benefactor, providing funds for building temples. In other cases, he participated directly, praying at shrines or making sacrifices. It has only recently been recognized that Qianlong practiced Tibetan Buddhism not just as a gesture toward Mongolians, who practiced Tibetan Buddhism, but out of genuine personal belief. In this section of the exhibition, students will learn about the different religions practiced during Qianlong’s reign and view objects used during religious rituals.

Guiding Questions

- 1 What is Buddhism? What is Shamanism? What is Daoism?
- 2 What are the basic differences between Tibetan Buddhism vs. Han Buddhism?
- 3 What were the religious responsibilities of an emperor in the Imperial Palace?
- 4 What degree of religious freedom was allowed during his reign?
- 5 What types of conflicts were there between peoples who lived in the Forbidden City and throughout China?
- 6 What is a shrine? How do the shrines of Qianlong’s time compare to religious places, artifacts, and churches, which you and your family are familiar with?

Pre-activities

1. Divide students into groups. Assign each group a religion to research: Han Buddhism, Tibetan Buddhism, Shamanism, and Daoism. When possible, direct the students to focus their research on how the religion was practiced in 18th century China. Ask each group to prepare a summary to present to the class.
2. Ask students to create a timeline and a map depicting the founding, spread, and extent of Tibetan Buddhism by the time of Emperor Qianlong’s reign. (Tibetan Buddhism was Qianlong’s primary personal religion.)

Field Trip activities

1. Ask students to sketch a religious object associated with each of the religions practiced in the Palace during Emperor Qianlong’s reign. Ask them to select the object that most clearly symbolizes this religion to them.
2. Ask students to categorize types of objects that were used to practice each of the religions. Identify similar types objects from their own religion, or a religion that they research. What conclusions can you draw about the importance of ritual objects in practicing a religion?
3. Have students focus on the painting of Qianlong as a Tibetan Buddhist Deity. Why did he represent himself this way? Ask students to title the painting and write their own label copy of what the painting depicts. Students can sketch from the painting to add to their writings.

Post-activities

1. Ask students to write an essay comparing and contrasting religious diversity in 18th century China with contemporary U.S. religious diversity.
2. Ask students to compare and contrast the official state policies of Emperor Qianlong on religious diversity vs. those of George W. Bush.

The Passing of Emperor



Qianlong stepped down from the throne in 1795 out of respect for the sixty-year reign of his grandfather, although he continued, unofficially, to run China. Qianlong died in 1799, at the age of 89. During his reign, the Chinese empire stood at the zenith of its size and strength. Following the tumult of the 19th century and the end of the imperial era in 1911, China reestablished itself as a great nation—although the glorious reign of China’s emperors had ended forever.

Guiding Questions

- 1. What is a spirit tablet?
- 2. What were the personal, spiritual, political, and cultural implications of Qianlong’s death?
- 3. What happened to the Forbidden City when he died?
- 4. How did China transition from being an empire to a modern state?
- 5. Why was Qianlong’s reign considered the final flowering of China’s last imperial dynasty?
- 6. How is China ruled or governed today?
- 7. How is China viewed on the international landscape today?
- 8. What cultural bureaucratic/religious traditions, if any, remain vibrant today from Qianlong’s time?

Pre-activities

1. Create a timeline of China’s dynastic history. Locate Emperor Qianlong on this timeline.
2. Create a timeline of China’s history post-dynastic tradition. Indicate other important world events on this timeline as well.

Field Trip activities

1. Have the student watch and take notes on the video installation in this section of the exhibition and review the historic photos and graphics depicting the fall of the dynastic system.
2. Have students create a timeline of events that led to the fall of the dynastic system. Back in the classroom, have students research images to insert into the timeline as a visual component.
3. Ask students to hypothesize about the cultural significance of the spirit tablet, the offering vessels and the emperor’s funeral throne. Then ask them to read the descriptive labels associated with these artifacts. How accurate were their hypotheses?

Post-activities

1. Have students create reports on important eras in China’s history, such as a particular dynasty, the Cultural Revolution, etc.
2. Ask students to create a shrine honoring their ancestors and family members. Have them explain the cultural significance of the items included in the shrine to others in the class.

Transition area, garden for reflection, reading area



This area is suitable for regrouping students and discussion.

Student Programs, Performances and Resources

Please see our Web site for detailed program descriptions, dates, times, and prices. To register, call 312.665.7500. For more information, call 312.665.7548.

Student Cultural Performance

Tuesday, March 23, 2004 10 - 11 am

Yellow River Performing Arts Group

This theatrical performance will feature Chinese instruments and traditional dress, with a Q&A session directly following.

Harris Educational Loan Resources

The Harris Educational Loan Center features over 1,200 experience boxes, exhibit cases and audiovisual materials available for borrowing by Chicagoland educators. Materials contain specimens, artifacts, a/v materials, lab kits, and ready-made lesson plans.

For more information, visit our Web site at www.fieldmuseum.org/education/harris_loan

World Percussion Instruments Experience Box

Explore music around the world with this multicultural experience box. Learn about the importance of rhythm and percussion in different musical traditions. Contains musical instruments and activities from China and other countries. For use in classrooms and/or exhibitions.

Chinese Children's Games Experience Box

Explore traditional Chinese toys and games and learn how to construct your own!

Cecropia Moth Exhibit Case

Discover why the Cecropia Moth is called the largest and most attractive of the Giant Silkworm Moths. Students can examine specimens from all stages of its life cycle.

Living Together: Multicultural Math

"Everybody Needs to Count" box teaches about multicultural math and the history of counting systems.

Silk Exhibit Case

Did you know that the silkworm is the caterpillar, or larva, of a moth? This box will teach your students about the process of silk production through specimens of the silkworm's life stages and samples of silk.

Tea Exhibit Case

Tea may grow best in Asian countries, but it is an important cultural element of diets around the world. View the remarkable tea plant up close and discover some of the steps used to process and market it.

Teacher Professional Development

Teachers may receive CPDUs, Lane credit, and/or graduate credit depending on the specific program. Please check our Web site for a complete listing of programs, including detailed program descriptions, times, and prices. To register, please call 312.665.7500. For more information, call 312.665.7513.

FREE Educators' Viewing

Splendors of China's Forbidden City: The Glorious Reign of Emperor Qianlong

Saturday, March 20, 2004; 9 am – 3 pm

Come explore the wonders of 18th century China. Learn how to create field trip lessons focused on social studies, history, literature, and art.

To register, please call 312.665.7513.

China's Cultural History

Saturday, March 27, 2004; 9 am – 3 pm

Learn more about daily life in 18th century China. Develop classroom activities as you explore cultural, political, and religious traditions in historic and contemporary China.

To register, please call 312.665.7500.

Asian Wildlife

July 19-21, 2004; 9 am – 3 pm (each day)

What do pandas and pangolins have in common? Explore the natural wonders and animals of Asia and develop conservation and ecology lessons linked to Field Museum exhibitions.

To register, please call 312.665.7500.

For more information:

Field trip reservations

312.665.7500 or 7511

312.665.7501 (Fax)

Web: www.fmnh.org/education/default.htm

Teacher and student programs

312.665.7513 (Teacher programs & Field Ambassador program)

312.665.7548 (Student programs)

312.665.7555 (Harris Educational Loan Program)

312.665.7519 (Soil Adventure Mobile Outreach Program)

Splendors of China's Forbidden City: The Glorious Reign of Emperor Qianlong was developed by The Field Museum in cooperation with the Palace Museum, Beijing.

Presented by

ExelonSM

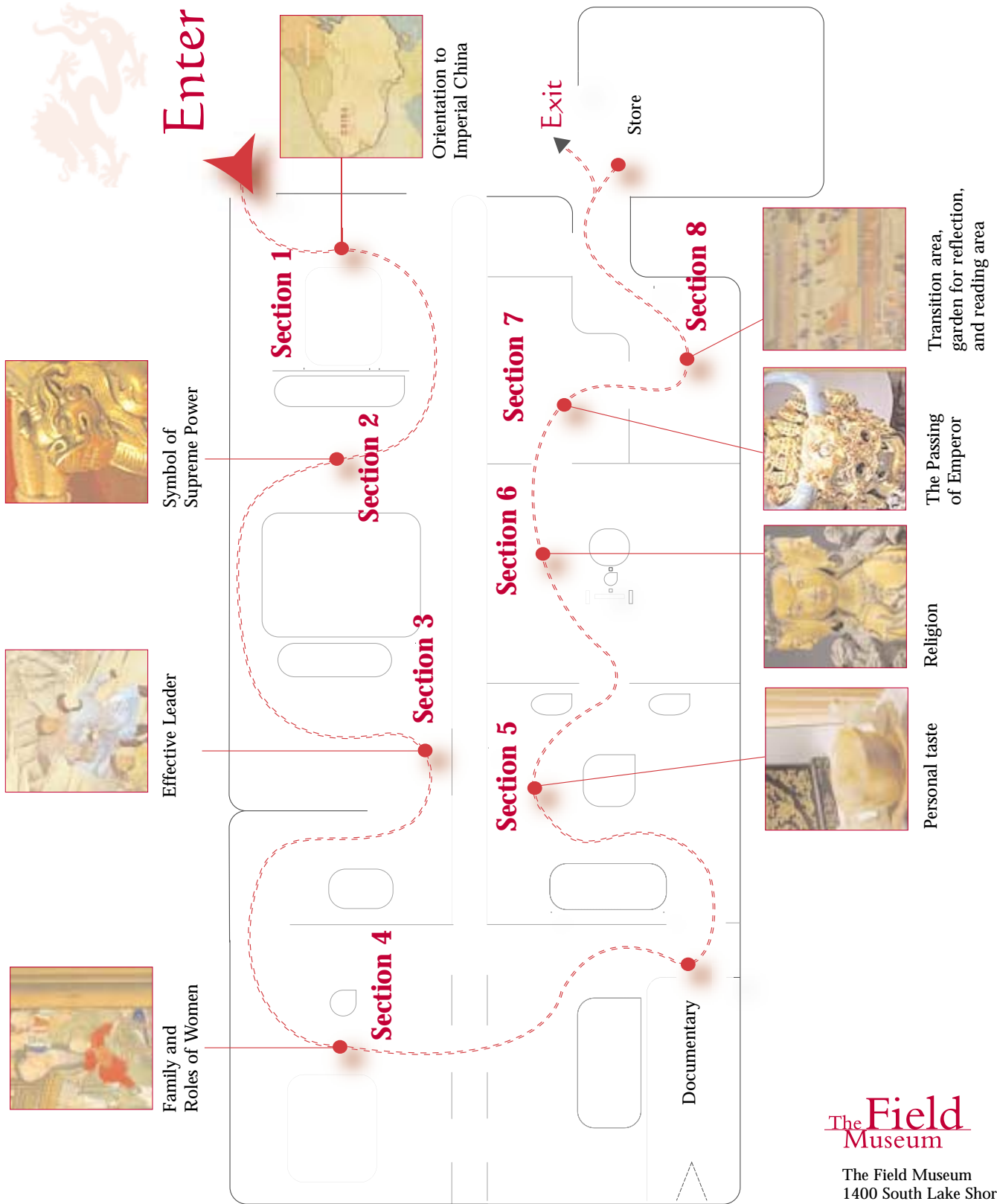
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Photos courtesy of Palace Museum, Beijing

The Field
Museum

The Field Museum
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Chicago, IL 60605