

## Treasures of the Museum

The Museum is filled with world-renowned works of art, from ancient Chinese tomb figures to knights in armor to works by modern masters. This lesson invites students to explore a selection of masterpieces in the collection and introduces ways of examining and interpreting works of art from many times and places.

### Grade Level

Grades 4–12

### Common Core Academic State Standards

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
- [CCSS.ELA-LITERACY.CCRA.SL.1](#)

### National Visual Arts Standards

- Responding: understanding and evaluating how the arts convey meaning
- Connecting: relating artistic ideas and work with personal meaning and external context

### C3 Framework for Social Studies State Standards

- Dimension 2: Geography – Human-Environment Interaction (Place, Regions, and Culture)

### Suggested Learning Goals

- Students will be able to identify artworks in the Museum’s collection and explain why they are considered treasures.
- Students will be able to apply prior understanding of the characteristics of a treasure to discussion of artworks they see at the Museum.

### Essential Questions

- What makes an object or a work of art a treasure?
- Do any common themes connect the idea of a treasure across time and cultures?

### Suggested Vocabulary

Treasure



*Treasure Cabinet (Kap-kae-suri)*, 19th century  
Artist/maker unknown (Korean)

Lacquered wood with brass wire and dyed ray skin inlay; gilded metal fittings

24 x 26 x 17 inches (61 x 66 x 43.2 cm)

Bequest of Eleanor M. Witmer, 1990  
1990-87-1

### Lesson-Specific Activity

This activity is designed to prepare students for thinking and talking about artworks they may see during a “Treasures of the Museum” lesson.

- Ask students what they think of when they hear the word “treasure.” Make a list of word or phrase associations on chart paper.
- Now, have students draw a vertical line down the center of a piece of paper. They will label one half of their paper “Treasure” and the other half “Explanation.”
- Ask students first to think of a *personal* item that is especially valuable or meaningful to them. Tell them to list that object under the heading “Treasure.” On the other side of the paper, they will briefly explain why they consider this object to be a treasure.
- Follow the same procedure for the next three categories: a *family* treasure; a treasure of our *community* or *city*; and a treasure of our *country*. Ask students to list examples in each category and briefly explain what they think makes the example a treasure. If you notice that students are having difficulty thinking of something that our city or country considers a treasure, pause their work and guide them in sharing ideas.
- When students are finished writing, discuss their responses. Can they identify any common characteristics of objects that individuals, families, or communities treasure?
- Wrap up the discussion by asking students to predict what kinds of objects they will see at the Museum. What do they think is a treasure of the Museum, and why?