



TO START

Define “home”. Is it a structure or the people, memories, and possessions within? When the dwelling is empty is it still a home or just a house? What does it mean to “feel at home”? Does “feeling at home” differ from “being at home”? Is a home a place, a feeling or both?

Do Ho Suh’s work centers on the notion of home but it goes beyond the structure to suggest that memory, connection and an increasingly trans-global society all help to shape its meaning. In his work home is defined by layers that are both tangible and emotional.

Do Ho Suh allows us to enter his private space. We are able to not only walk through hallways, enter doorways and peer up staircases but the translucent walls allow us to see into the structure from the exterior. He is giving us access and allowing us to enter a space most would consider private. We are invited into his homes and introduced to the everyday items, memories and emotions that dwell within. His homes map his path from South Korea to Rhode Island to New York to London and Berlin. Do Ho Suh carries each dwelling with him and each new home is built upon the foundation of the one that preceded it. He said that “I want to carry my house with me all the time like a snail.”

Discuss the idea of home with the students. What makes a dwelling a home? What possessions, memories, etc would they take with them if they were to move to a new location? Would their choices be different if they were moving to a new country? What makes them feel at home when they are traveling?

Do Ho Suh: Passage

How Is A Home Different From A House?



MATERIALS

Small paper plates

Colored construction paper

Glue or glue dots

Markers, colored pencils

Magazines

Child safe scissors

DISCUSSION

Brainstorm different animals that carry their homes with them such as a snail or turtle.

Ask the students to discuss what they would pack to make them feel "at home" if they traveled from place to place carrying their home?

BEFOREHAND

Tour Do ho Suh's Passages at the CAC

Collect the materials for the activity

Collect pictures of animals that carry their home with them to share with the class.



PROCEDURE

Encourage the students to brainstorm the most important items, both tangible and intangible, that they would want to have with them if they traveled with their home like a snail. Have them narrow down their list to their top three or four choices.

Draw a spiral on the small paper plate to create the snail's shell

Draw and cut out the head and tail using the construction paper. Attach these to the shell with glue or glue dots.

Use markers to draw a face on the snail and decorate the shell.

Have the students illustrate and color their chosen items and attach these to their snail's shell.

Have the student's share their artwork with the class and explain what items they have included and why.

EVALUATION

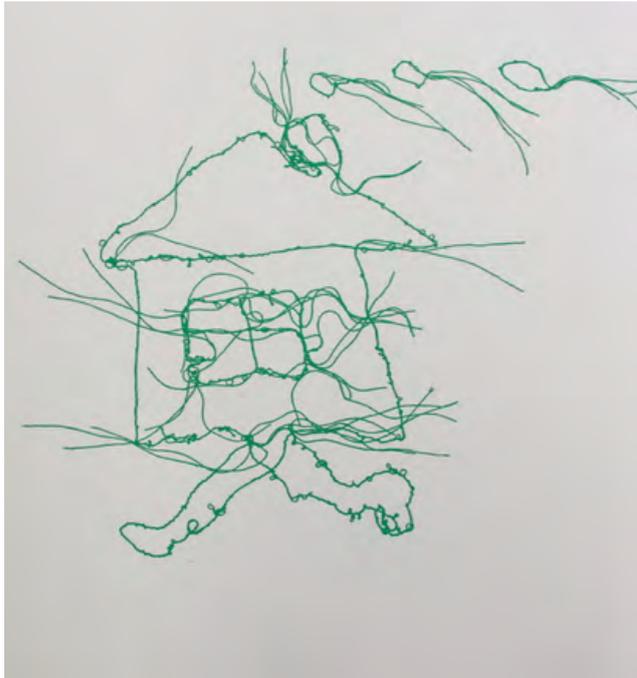
Evaluate the student's participate in class discussion and the brainstorming activity.

Evaluate the student's ability to follow instructions and complete the project.

Evaluate the student's ability to describe the significance of each included item.

MATERIALS

Shoe boxes
Glue/Modge Podge
Magazines
Scissors
Duck tape
Markers/colored pencils



DISCUSSION

Discuss how society is becoming more trans-global and how people may live in many different places during their life. Explore the many ways people adapt to new surroundings. This can include navigating a new city, meeting new people, learning a new language, embracing new customs and more.

How does mobility affect the way people live, work and communicate?

Brainstorm what one might include in a small suitcase to ensure that they would feel “at home” and comfortable as they move and/or travel away from home?

BEFOREHAND

Tour Do ho Suh’s Passages at the CAC

Collect materials

Collect pictures of old suitcases covered in travel stickers.

PROCEDURE

Use a shoebox as the starting point for designing your suitcase. Separate the top from the box. Carefully cut two corresponding corners on one of the top’s longer sides to create a moveable flap. Attach this flap to the shoebox using duck tape in order to create a hinge. A handle can be created from construction paper or other found items and attached with the duck tape.

Instruct the students to decorate the outside of the box with maps, stickers and illustrations to represent all the places their suitcase has been or will be in the future.

Have the students “fill” their suitcases with illustrations, photos, magazine images, etc. that represent tangible and intangible possessions they would pack to help them adjust to a new place and “feel at home”.

Have the students write a paragraph explaining their choices.

EVALUATION

Evaluate the student’s participation in class discussions.

Evaluate the student’s ability to grasp the lesson’s concept and complete the assignment.

Evaluate the student’s written work for structure and content.

MATERIALS

Paper
Pencil
Black marker
Watercolor
Brushes



DISCUSSION

Do Ho Suh's artwork suggests that each home we inhabit is built on the foundation of the ones preceding it.

In his exhibition, *Passages*, the artist highlights the transitional spaces in a home such as doorways, hallways, staircases and bridges leading us from one space or location to another.

Pivotal events or opportunities in our lives may require that we move away from home and leave us longing to maintain a connection to what we have left behind. Have the students brainstorm some examples.

Discuss *The Bridge Project* by Do Ho Suh. Reflect on the artist's vision of creating a bridge from Seoul to New York.

Why do you think the artist envisioned this? What would it represent?

What if we could connect to our past homes through a network of bridges? How would this affect our lives?

PROCEDURE

The students will create a sketch to depict the idea that each change in our life is rooted in and built from the past.

They may want to begin with the foundation for their own family's home-ancestral homes such as those of their grandparents. Other transitions may include school, travel, camp, and or relocation to a new city. Be Creative!

Have the student's design bridges to connect each home or location to each other.

When their sketch is complete have the students outline their illustration in black and use watercolor to add accents of color.

Have the students write an essay about their illustrations and the importance of each of the connections to their life.

EVALUATION

Evaluate the student's contributions to class discussions.

Evaluate the student's work for content and their ability to provide analysis of their final project.

Evaluate the student's written work for depth and structure.

RESOURCES:

What is the Meaning of Home? – www.architizer.com/blog/what-is-the-meaning-of-home.com