

Preserved Pages: Book as Art in Persia & India

Pre-visit Classroom Activities



Introduction:

These pre-museum visit classroom lessons will build students' background knowledge of Persian and Indian literary culture. Students will see how the arts of book held a special importance in historically Islamic lands, as well as the different types of books presented in this exhibit. Students will learn how and why books and calligraphy became important to Muslims worldwide, as well as the rules of figural representation in Islamic Art. In this exhibit, we encourage viewers to explore the idea of the book as an art form, something that we often forget. Students will be able to identify different genres of Persian and Indian manuscripts and differentiate between them by learning their defining characteristics. This will help them hone their visual formal analysis skills, which is itself a form of close reading. Students will learn the broad strokes of Persian and Indian history after the Mongol conquests of the 1200s through the empires of the Timurid, Safavid and Mughal dynasties up to 1800. They will come to understand cultural similarities and differences between these three empires by comparing and contrasting similar subjects in manuscript illustrations. This can be linked to critical thinking while examining a primary source. Finally, they will learn about calligraphy and patterns. The program is split into five parts that can be done together, separately or in any combination that works for a group of students. Total time for pre-visit activities can be adapted to last from 15-280 minutes.

Activity 1: Different Genres of Persian & Indian Texts

Students will be able to identify different genres of manuscripts (history, biography, poetry, albums, scientific and religious texts) and differentiate between them by learning their defining characteristics. This will help them hone their visual formal analysis skills, which is itself a form of close reading. Then, they shall play a game!

Essential Question:	What are the purposes, uses, and characteristics of the artwork we are going to view in this exhibit?
Main Goals:	<p>After the program each student should be able to communicate the following idea:</p> <p>India and Persia have many different genres of texts that were decorated and illuminated for several different reasons. The student will be able to tell between history, biography, poetry, album, and religious works.</p>
Materials:	<p>There is a PowerPoint (or PDF or Google Slides) available with this program, so it is based on preference how the students view this.</p> <p>Please review the PowerPoint beforehand and decide what content is appropriate for your class. Feel free to download and edit the content so that it works for your class.</p> <p>GOOGLE SLIDES LINK:</p> <p>https://docs.google.com/presentation/d/1TZqOJ9uXJINi0HN91LhDCnBli74il0cyZtMFIxHXz5s/edit?usp=sharing</p>

<p>Schedule:</p>	<p><i>~30-40 Minutes</i></p> <p>This is dependent on a variety of factors, such as the age and dexterity of the students and if the teacher decides to add or omit parts of the lesson included here. This can be combined with other pre-visit museum activities or stand alone.</p>
<p>Activity:</p>	<p><i>~30-40 Minutes</i></p> <p>Introduction (<i>~5 Minutes</i>)</p> <p>Students are gathered around for an initial discussion.</p> <ol style="list-style-type: none"> 1. Remind them that they are going to a museum 2. Remind them what Islam is, and answer any questions on that topic if students have them 3. Go over what a genre is if you think they need a refresher 4. Start with the background slide on the PowerPoint <p>Lecture on the different Genres (<i>~15-25 Minutes</i>)</p> <ol style="list-style-type: none"> 1. Go through each slide, stopping to answer students' questions as you go along. Perhaps have students read aloud 2. Make sure to edit the slides as necessary for different age groups <p>Guessing Game (<i>~10 minutes</i>)</p> <ol style="list-style-type: none"> 1. Divide students into teams (size and numbers depending on class size)

	2. Directions are fairly straight forward and elucidated on slides: teams must guess what genre a page falls under and cite at least one clue leading them to that conclusion
State Standards:	Massachusetts State Standards: History and Social Studies Standards: WHI.5 Visual Arts Standards: 5.2, 5.3, 5.6, 7.2

Activity 2: Flash Facts History of Islam, Persia & India

Students will see how the arts of book held a special importance in the historically Islamic lands, as well as the different types of books presented in this exhibit. Students will learn how and why books and calligraphy became important to Muslims worldwide. Students will learn the broad strokes of Persian and Indian history after the Mongol conquests of the 1200s through the empires of the Safavid and Mughal dynasties up to 1800. Students are going to create a visual timeline to illustrate this and so that they can see how the art historical time periods moved.

Essential Questions:	Where did Islam come from and how did it affect the history of Persia and India between 1300 and 1800? Why is the belief in one God significant to Islam? Describe the five empires represented in this exhibit. What were the key events linked to each?
Main Goals:	After the program each student should be able to communicate the following ideas: <ul style="list-style-type: none"> ● Life of Muhammad

	<ul style="list-style-type: none"> ● Tenets of Islam ● History of Persia <ul style="list-style-type: none"> ○ Il-Khanate ○ Timurid Empire ○ Safavid Empire ● History of India <ul style="list-style-type: none"> ○ Mughal Empire ○ Bijapur Sultanate of the Deccan
Materials:	<ul style="list-style-type: none"> ● Printed out copies of the document attached (make sure they are printed out single-sided and in color if possible) ● Tape OR thumbtacks OR clothespins ● Scissors (optional) ● A chalkboard, bulletin board, or whiteboard, OR a long piece of string with clothespins ● https://docs.google.com/document/d/1UcrG5j1gies5zS9Hzc_hsvI9vRhUhvXyiw7iGsz-kTw4/edit?usp=sharing
Schedule:	<p>~60 minutes</p> <p>This is dependent on a variety of factors, such as the age and dexterity of the students and if the teacher decides to add or omit parts of the lesson included here. There are 35 fast facts on the attached document, but they can be cut down or added to as needed</p>

	<p>depending on size and ability of the class. This can be combined with other pre-visit museum activities or stand alone.</p>
<p>Activity:</p>	<p>Pre-Lesson Preparation (~5 minutes)</p> <ol style="list-style-type: none"> 1. Print out attached document. Make sure to print one-sided. https://docs.google.com/document/d/1UcrG5j1gies5zS9HzcHSVl9vRhUhvXyiw7iGsz-kTw4/edit?usp=sharing 2. Cut out cards (2 per page) along the dotted line and shuffle them 3. Make sure boards are clear and materials are all ready. <p>NOTE: It may be helpful to put century markers regularly spaced out on the line (500 CE-1900 CE) so that students will have a general sense of spacing, but make sure they can still move them around.</p> <p>Lesson Activity ~60 minutes in total</p> <p>Introduction (~10 minutes)</p> <ol style="list-style-type: none"> 1. Introduce students to the activity and remind them that they are going to a museum 2. Activate students' prior knowledge by asking them what they know about Islam, Persia, and India 3. Write things that students know on the board. Make sure they are being respectful and not Islamophobic

	<p>Main Activity (~25 minutes)</p> <ol style="list-style-type: none"> 1. Give each student one or more of the cards from the document depending on class size 2. Explain to the students that they are going to sort their cards out onto a timeline across the line on the board. They will affix their cards with either tape or thumbtacks. 3. Explain to the students that not all of the cards will have dates on them, so they will have to work with their classmates to decide where to put their card on the timeline. 4. Remind them that at the end of the activity they will all be asked to defend their decision and share the information on their card <p>Conclusion (~25 minutes)</p> <ol style="list-style-type: none"> 1. Each student will share what their card(s) was/were and explain why they chose to put said card(s) where they did on the timeline. Bebrief on basic facts. 2. If there is extra time, ask the class to help map the information they knew before the lesson on the timeline 3. For an exit slip, make each student write down one thing new they learned from the lesson
State Standards:	Massachusetts State Standards:

	<p>History and Social Studies Standards: WHI.7, WHI.8, WHI.20, WHI.21, 6.34, WHI.12, WHI.11, WHI.4.</p> <p>Visual Arts Standards: 6.6</p>
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Activity 3: Compare Timurid, Safavid & Mughal Empires

Finally, they will come to understand cultural similarities and differences between these two empires by comparing and contrasting how the two cultures depict the same or similar subjects in their manuscript illustrations. This can be linked to critical thinking while examining a primary source in either an ELA or Social Studies setting, as well as examining Art or even practicing the skill of observation in the Scientific Method. Then, they shall play a game!

Essential Question:	What were the defining features of the arts of book in the Timurid, Safavid and Mughal Empires?
Main Goal:	<p>After the program each student should be able to communicate the following idea:</p> <p>The arts of the book in the Timurid, Safavid, and Mughal empires were similar, but there are identifying characteristics of each that allow us to tell them apart with ease.</p>
Materials:	<p>There is a PowerPoint (or PDF or Google Slides) available with this program, so it is based on preference how the students view this.</p> <p>Please review the PowerPoint beforehand and decide what content is appropriate for your class. Feel free to download and edit the</p>

	<p>content so that it works for your class.</p> <p>GOOGLE SLIDES LINK:</p> <p>https://docs.google.com/presentation/d/1I7LrIkNrnkh6Q-s5rLHUqN07ScMt89EbzigJjPScsV4/edit?usp=sharing</p>
<p>Schedule:</p>	<p><i>~30-40 minutes</i></p> <p>This is dependent on a variety of factors, such as the age and dexterity of the students and if the teacher decides to add or omit parts of the lesson included here. This can be combined with other pre-visit museum activities or stand alone.</p>
<p>Activity:</p>	<p><i>~30-40 minutes</i></p> <p>Introduction (~5 Minutes)</p> <p>Students are gathered around for an initial discussion.</p> <ol style="list-style-type: none"> 5. Remind them that they are going to a museum 6. Remind them what Islam is, and answer any questions on that topic if students have them 7. Go over what an empire is if you think they need a refresher 8. Start with the background slide on the PowerPoint <p>Lecture on the different styles (~15-25 Minutes)</p> <ol style="list-style-type: none"> 3. Go through each slide, stopping to answer students' questions as you go along. Perhaps have students read aloud 4. Make sure to edit the slides as necessary for different age groups

	<p>Guessing Game (~10 minutes)</p> <p>3. Divide students into teams (size and numbers depending on class size)</p> <p>4. Directions are fairly straight forward and elucidated on slides: teams must guess what empire a page falls under and cite at least one clue leading them to that conclusion</p>
State Standards:	<p>Massachusetts State Standards:</p> <p>History and Social Studies Standards: 9.6, 7.4, WHI.1, 8.8, WHI.5, WHI.6.</p> <p>Visual Arts Standards: 8.2, 8.5, 8.7, 8.8, 8.9, 8.10, 8.11</p>

Activity 4: Film, *Islam: Empire of Faith*

The following film is an excellent summary of the life of Muhammad and the origins of Islam.

Essential Question:	Where did Islam come from?
Main Goals:	<p>After the program each student should be able to communicate the following idea:</p> <p>The life of Muhammad, the origins of the Qur'an, and the basic tenets of Islam.</p>
Materials:	Projector
Schedule:	<p>~60 minutes</p> <p>The film is 54 minutes in length. You may choose to show it in its</p>

	entirety or show an excerpt from it. You could also give a short comprehension quiz at the end of it. You may choose to assign the following article as homework for before the museum visit to supplement the information from the film.
Activity:	~60-70 minutes FILM LINK: https://www.youtube.com/watch?v=PF6VPZsHDZQ Article Link: https://www.metmuseum.org/toah/hd/isbk/hd_isbk.htm
State Standards:	Massachusetts State Standards: History and Social Studies Standards: 6.34, WHI.7, WHI.8, WHI.12

Activity 5: Calligraphy, Patterns & Current Connections

Students will learn about the beautiful and far-reaching traditions of calligraphy and patterning in the art of the Islamic world, and will gain a better appreciation of the kind of artistry and effort the pages in the gallery took to create. They will understand where these traditions arose from and how they affected the visual culture of all historically Islamic lands, as well as the world today. Parts of this lesson have also been adapted as post-lesson activities.

Essential Question:	Why are the pages in this exhibit important? What is it about them that makes them so special? Why should we care? How does this relate to our own daily lives?
Main Goals:	After the program each student should be able to communicate

	<p>the following ideas:</p> <p>Calligraphy was the most revered art form in Islamic Persia.</p> <p>Creating a beautiful geometric pattern is difficult work.</p> <p>Influences of Islamic visual culture are visible throughout our media, art, and architecture today</p>
<p>Materials:</p>	<ul style="list-style-type: none"> ● There is a PowerPoint (or PDF or Google Slides) available with this program, so it is based on preference how the students view this. Please review the PowerPoint beforehand and decide what content is appropriate for your class. Feel free to download and edit the content so that it works for your class. ● GOOGLE SLIDES LINK: https://docs.google.com/presentation/d/1RkmmqASJ_uF9s6VgYApSjnWoKHVAAONZ06iKqQTm1zA/edit?usp=sharing ● Projector ● Speakers ● Compasses ● Rulers ● Paper ● Drawing Supplies

	<ul style="list-style-type: none"> • Erasers are suggested
<p>Schedule:</p>	<p><i>~65-70 minutes</i></p> <p>This is dependent on a variety of factors, such as the age and dexterity of the students and if the teacher decides to add or omit parts of the lesson included here. This can be combined with other pre-visit museum activities or stand alone. Parts of this lesson have also been adapted to post-lesson smaller activities.</p>
<p>Activity:</p>	<p><i>~65-70 minutes</i></p> <p>Introduction & Initial Activities (<i>~10 minutes</i>)</p> <ol style="list-style-type: none"> 1. Do now: upon entering the classroom, instruct students do start working silently on their do nows on their desk. Make sure the prompt is projected for them to see https://docs.google.com/presentation/d/1RkmmqASJ_uF9s6VgYApSjnWoKHVAAONZ06iKqQTm1zA/edit?usp=sharing 2. After 5 minutes, have each student share their response aloud to the class 3. Go over the agenda for the lesson 4. Why Care: have a student read the why care slide aloud and answer any initial questions. 5. Go over the introduction/background slide

Arabic Calligraphy (~15 minutes)

6. Go through the slides
7. Make sure the students are interacting productively with their partners or groups at the points where they are asked to discuss a question amongst themselves

Brain Break #1: Cha Cha Slide (~5 minutes)

8. Instruct the students to get up and stretch
9. Tell the students to make sure they are a step away from their chair and arm's length apart from each other
10. Play the video for two minutes and instruct them to do the dance

Islamic Patterns (~20 minutes)

11. Go through each slide and video
12. When it gets to the draw it themselves section, remind the students that the quality of their geometric patterns will not be graded
13. If a student gets confused or frustrated, let them know that that was part of the goal- to show how difficult this form of art is and how much patience and skill each artisan must have had

Brain Break #2: Head, Shoulders, Knees Race (~5 minutes)

14. Instruct the students to get up and stretch

	<p>15. Remind students again of personal space boundaries</p> <p>16. Play the video once and instruct them to dance</p> <p>17. Click on the gear at the bottom of the video, click “speed” and increase the speed to x2.</p> <p>18. Play the video at the doubled speed and instruct them to dance.</p> <p>Perso-Indian influenced American Visual Culture (~5 minutes)</p> <p>19. Go through both slides and discuss, answering any questions that may arise</p> <p>Conclusion/ Exit Slip (~5 minutes)</p> <p>20. Have each student write down their response to the exit slip on a piece of paper and collect them.</p> <p>21. Follow dismissal procedures</p>
<p>State Standards:</p>	<p>Massachusetts State Standards:</p> <p>Visual Arts Standards: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.2, 6.6, 8.2, 8.5, 8.7, 8.8, 8.9, 8.10, 8.11, 10.1, 10.2, 10.3, 10.4</p> <p>History and Social Studies Standards: WHI.7, WHI.8, WHI.20, WHI.21, 6.34, WHI.12, WHI.11, WHI.4., 9.6, 7.4, WHI.1, 8.8, WHI.5, WHI.6.</p>

Conclusion:

Following the pre-gallery classroom lessons, students will be prepared to visit the gallery to view and further examine the art of Persian and Indian bookmaking with greater understanding and deeper perspective. Students will be increasingly able to comprehend how Persian and Indian manuscripts were made and how they were influenced by history. This will support the onsite museum program that follows.

These educational resources were developed for the Worcester Art Museum by Patrick D. Wilks, Lear Curatorial Intern, in partnership with local educators Batul Juma (volunteer through EnjoinGood) and Brian Leonard. Special thanks to Carina Ruiz-Esparza and Neal Bourbeau of the Worcester Art Museum Education Department.

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Gallery Visit Program



Introduction:

This program is designed to take 20 minutes to half an hour. The program is best paired with the provided pre-activities. Students may not have a basic understanding of premodern and early modern Persian or Indian history, so it is best that they are given at least some brush strokes of this manuscript culture beforehand. Students should also have a basic understanding of what Islam is and what it is not, and be reminded that the gallery is to be approached with an open mind. Within the program, students will learn techniques for looking at print works of art in a gallery and will be encouraged to continue to think critically about art in context. In particular, students will be asked to think about the relationship between visual art and the written word when it comes to conveying either a message or a narrative. This will allow students time to roam the museum and experience other artwork while still gaining valuable insights into this special exhibit. In this activity, students will create a travelogue of their visit. They will be asked to pick two pages with a similar theme or common thread (i.e. women, animals, princes) that are either from geographically different spaces (i.e. Persia vs. India) or from at least 200 years apart from each other (or both!) and compare/ contrast them on their “travelogues.” This will give them a better understanding of this exhibit’s scope of time and space.

In-Gallery Activity: “Travelogues”

<p>Essential Question:</p>	<p>What messages or narratives are these works of art trying to convey to the viewer? How does the artist accomplish this? What are the motivations behind creating this artwork? Now, look at the cross-cultural example. What is the same? What is different?</p>
<p>Main Goals:</p>	<p>After the program each student should be able to communicate the following idea:</p> <p>The ideas and motifs expressed in Persian and Indian manuscript art are universal and parallels can be found in all cultures, places, and time periods, but each culture and time period has their own distinctive and identifiable style.</p>
<p>Materials:</p>	<p>Pencils and worksheet (‘travelogue’)</p> <p>NOTE: Students MUST use pencil, they may NOT use pen for this activity</p> <p>Make sure to print the travelogue double-sided and in color, if possible.</p> <p>GOOGLE DOCS LINK:</p> <p>https://docs.google.com/document/d/1V5f7O23sRq2oajDPmVDj3gyA_f_0Li51vJ37gHuXCG4/edit?usp=sharing</p>
<p>Schedule:</p>	<p>~20-25 minutes</p> <p>This is dependent on a variety of factors, such as the age and dexterity of the students and if the teacher decides to add or omit</p>

	parts of the lesson included here.
Activity:	<p><i>~20-25 minutes</i></p> <p>Introduction <i>~5 minutes</i></p> <ol style="list-style-type: none"> 1. Remind students that only pencils are to be permitted in the exhibit room, NO pens, and that they may not write on the walls. 2. Lead students into the exhibit, introduce the exhibit and pass out worksheet: (https://docs.google.com/document/d/1V5f7O23sRq2oajDPmVDj3gyA_f_0Li51vJ37gHuXCG4/edit?usp=sharing) 3. Answer any questions on directions (should be straight-forward) <p>Tour with “Travelogue” Worksheet <i>~10 minutes</i></p> <ol style="list-style-type: none"> 1. Docent will lead students on a brief tour of the exhibit 2. Encourage students to start working on their worksheets during the tour, while still giving their attention to the docent <p>Time to finish Worksheet <i>~5-10 minutes</i></p> <ol style="list-style-type: none"> 1. After the docent is done speaking, give students five minutes to roam the gallery on their own 2. Remind them that they only have a limited amount of time

	<p>left, and that they should be focusing on two pages so that they can have well-thought-out responses to the prompts</p> <ol style="list-style-type: none"> 3. Leave the exhibit when the next group is ready to enter 4. Collect travelogues at the end of the tour if you don't want your students to lose them
<p>State Standards:</p>	<p>Massachusetts State Standards:</p> <p>History and Social Studies Standards: WHI.4</p> <p>Visual Arts Standards: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>

Conclusion:

This exhibition is a wonderful early exposure to premodern Islamic art and culture. After the lesson, students will have a broader understanding of visual culture in Persia and India between 1300 and 1800. Students will begin to think more critically about the book as an art form.

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Post-Visit Classroom Activities



Below are a variety of programs that can be used after the museum visit. They are designed to adapt to different grade levels and learning types. A set of standards is listed, however programs will vary depending on delivery style and what types of information are included in the program. The first set of 5 options (Part I) are contingent on the suggested in-gallery activity being completed, but the second set of 20 options (Part II) can be implemented independently of the in-gallery travelogue exercise. All of the pre-visit lesson plans can be used post-visit as well.

I. Travelogue-related options...

#	Description	Subject	Materials	State Standards
1	Write a comparative essay based off of the observations you made about the two different pages in your travelogue	ELA, General	Completed Travelogue	Visual Arts Standards: 4.1, 4.2, 4.8
2	Pretend you are the patron /patroness who commissioned one of the works you chose to observe and write a letter to the artist's	ELA, Arts, History, General	Completed Travelogue	ELA Standards: W3.3, W3.4, W3.5, W6.3, W6.4, W6.5 Visual Arts Standards: 6.3

	<p>workshop specifying what you want to see in this work and why.</p> <p>Use your imagination!</p>			
3	<p>Imagine how the artist of one of the works you chose would react to seeing the the other work you chose. What would they like? Dislike? How would they relate? How would they feel different?</p>	Arts, ELA	<p>Completed Travelogue</p>	<p>ELA Standards: W3.3, W6.3 Visual Arts Standards: 7.2</p>
4	<p>Draw your own version of the common element between the two drawings you chose (ex. If you choose women or animals as the common theme, draw a woman or an animal)</p>	ELA, Arts	<p>Completed Travelogue, Drawing supplies</p>	<p>History and Social Studies Standards: WH2.1 Visual Arts Standards: 1.1 ELA Standards: W3.3, W6.3</p>
5	<p>Presentation: expand on the final question of the travelogue (“Decisions”) and prepare an oral presentation to the class.</p>	<p>Social Studies, ELA, Arts, Public Speaking</p>	<p>Completed Travelogue</p>	<p>Visual Arts Standards: 7.2, 7.3</p>

II. Other options...

#	Description	Subject	Materials	State Standards
1	Miniatures: have each student draw a scene as tiny as they possibly can while still retaining detail	Science, Arts	Magnifying glasses Drawing supplies	Visual Arts Standards: 5.5
2	Calligraphy: watch the following video https://www.youtube.com/watch?v=sVVxFzHHn1Q	Arts	Mixed media sketchbook paper Markers	Visual Arts Standards: 5.1., 5.2, 5.3, 5.4, 5.5, 5.6
3	Illustration: Have students write and illustrate a story of their own choosing	ELA, Arts, General	Art Supplies	Visual Arts Standards: 5.4, 5.5
4	Image-to-Text: Have students bring in a photograph or piece of art that is meaningful to them. Then make them write a page about said image	ELA, Arts	Photographs	ELA Standards: W3.3, W6.6
5	Princely Portraits: draw a flattering portrait of someone that you admire and write a poem of praise extolling	ELA, Arts, General	Art supplies	ELA Standards: W6.4, W6.5

	their virtues			
6	Have students pick a Mughal or Safavid/Timurid work of art and write a description of how an artist from the other culture may choose to depict that scene differently	ELA, Arts, Social Studies, History	Images	Visual Art Standards: 6.3, 6.4, 7.2, 7.7, 8.7
7	Have students look at an image and describe everything they see in that image. Tell them to use as much detail as possible and that they cannot stop writing.	Arts, ELA	Images	Visual Arts Standards: 5.1, 6.1
8	Have students read the following article and discuss the context of the art they have just seen https://www.metmuseum.org/toah/hd/isbk/hd_isbk.htm	ELA, History, Arts	Printed handout of the article	History and Social Studies Standards: 7.2, 7.7 ELA Standards: W3.7
9	Storytelling and Research: have each student research a different story depicted in one of the works of art in the exhibit and have them present the	ELA, History	None	ELA Standards: W3.8, W3.10

	story to the class			
10	Cultural Influence detective: have each student study some of the basic elements of a culture outside Islam that influenced Islamic art (China, Buddhism, Hinduism, Greco-Roman/Classical, etc.) and have each “detective” present “clues” of influence from other cultures to the class or as an essay.	ELA, History, Arts	Computer Lab (optional), Library (optional)	History and Social Studies Standards: WHI.7, WHI.8, WHI.20, WHI.21, 6.34, WHI.12, WHI.11, WHI.4.
11	Islam and Science https://www.youtube.com/watch?v=bkVsus8Ehxs Watch this excellent 13-minute video about the role of Islamicate scholars in preserving and furthering the study of science during the Middle Ages	History, Science, Math, ELA, Social Studies	Projector	Can be applied to any STEM course
12	Art-Writing Story Swap: Have kids draw stories, then pass their drawing to a partner. Now the partner must write what they think is	ELA, Art, General	Art Supplies	Can be applied to any ELA or Art class

	going on in the illustration.			
13	Write a research essay based on one of the works of art in the gallery	ELA, Art, History, General	None	Visual Arts Standards: 1.1, 1.3, 1.4 8.11, 10.1, 10.2, 10.3, 10.4
14	If you were the emperor or empress of a large empire, what would your empire be like? Use your imagination!	ELA, General	None	Visual Arts Standards: 7.7
15	Create your own sketchbook https://youtu.be/gFbk3Ypb5CY	Arts, General	Index Cards, Projector	Visual Arts Standards: 5.1
16	Arabic cognates in English and Spanish GOOGLE DOCS LINK: https://docs.google.com/document/d/1yzReqqejtGfkAZtdgSvngWTwel7ySIRVG89jpvP30Wk/edit?usp=sharing	Spanish, ELA, Arabic, History	Handout	Can be applied to any Spanish or ELA class
17	Different Types of Arabic Calligraphy GOOGLE SLIDES LINK:	Arts, History, Arabic	Projector	History and Social Studies Standards: History and Social Studies Standards: WHI.7,

	https://docs.google.com/presentation/d/1bEOqt1nSfW2Bo5Pe0f3pBevDFI2mLr-FMOvf4PCNVUo/edit?usp=sharing			<p>WHI.8, WHI.20, WHI.21, 6.34, WHI.12, WHI.11, WHI.4.</p> <p>Visual Arts Standards: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.2, 6.6, 8.2, 8.5</p>
18	<p>Characteristics of Civilization activity</p> <p>GOOGLE SLIDES LINK:</p> https://docs.google.com/presentation/d/13NakL9krJcalMKmeQ1rQY1S57zBt1VPvsmbrpB8oZf8/edit?usp=sharing	History, Social Studies	Printed Handout	<p>History and Social Studies Standards: WHI.7, WHI.8, WHI.20, WHI.21, 6.34, WHI.12, WHI.11, WHI.4.</p>
19	<p>Patterns activity</p> <p>GOOGLE SLIDES LINK:</p> https://docs.google.com/presentation/d/1balGX_wh_mGn1DkxMWZzzkRdUaqNA7lxUQN_J05ugtc/edit?usp=sharing	Arts, Math	Compasses or protractors, Drawing supplies, Paper, Rulers, Erasers	<p>Visual Arts Standards: 8.7, 8.8, 8.9, 8.10, 8.11, 10.1, 10.2, 10.3, 10.4</p> <p>History and Social Studies Standards: WHI.7, WHI.8, WHI.20, WHI.21, 6.34</p>

20	<p>Rewrite one of the following stories into a modern setting (all of these are tales depicted in illustrated pages from the exhibit)</p> <p>GOOGLE DOCS LINK: https://docs.google.com/document/d/1Nuo2039tzT5m5tTKvkpNhk9kDJxZS163LAjSi4QpaE8/edit?usp=sharing</p> <p>g</p>	ELA	Handout	<p>ELA Standards: W3.4, W3.8, W6.8</p>
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