

PLEASE TOUCH MUSEUM

FIELD TRIPS



February 2 - September 2, 2019

Major support for *America to Zanzibar: Muslim Cultures Near and Far* at Please Touch Museum has been provided by



with additional support from



Exelon Foundation®



**Pennsylvania Historical and Museum Commission
The Mayor's Fund for Philadelphia**

America to Zanzibar: Muslim Cultures Near and Far was developed by the Children's Museum of Manhattan.



FOR FUN. FOR LEARNING. FOR ALL.

PLAN YOUR ULTIMATE FIELD TRIP



1 Month in Advance....

Read the Essential Questions and Curriculum Connections for *America to Zanzibar: Muslim Cultures Near and Far*.

2 Weeks Before Trip...

Decide how your students will explore *America to Zanzibar: Muslim Cultures Near and Far* – pick a theme relevant to your class’s curriculum and interests. Will you focus on shapes/patterns or culture and trade, what about geography, maybe art and architecture, and so much more to connect to your curriculum...?

Day before...

Review the *Exploring the Exhibition* sections, which provides in-class activities and discussion questions to frame your trip, as well as prompts for teaching in the exhibition.

After your trip...

Continue the discussion and play! Revisit the prompts to reflect and expand upon your class’s experience discovering Muslim cultures near and far at Please Touch Museum.

ESSENTIAL QUESTIONS

Why should we study cultures different from our own?

Our world is rapidly changing, and people are more connected than ever. Please Touch Museum believes that welcoming diversity is a pivotal part in becoming a global child and in developing cultural literacy. Research shows that children begin to develop biases as early as age five. It is our hope that teaching children about Muslim cultures at an early age in a playful and positive way will help shape attitudes that simultaneously celebrate our differences and recognize what makes us similar.

Museums have been increasingly called upon to develop educational programming and serve as safe spaces for conversations about diversity and inclusion. Please Touch Museum (PTM) is ideally situated to provide a welcoming, safe place where children can effectively learn to respect and understand cultural diversity. *America to Zanzibar: Muslim Cultures Near and Far* will be the first major exhibition to demonstrate Please Touch Museum's commitment to integrating principles of diversity and inclusion in planning, program development, and exhibition design.

The adaptation of the exhibition to make it unique to Philadelphia is central to Please Touch Museum's realizing the core tenants of its mission, vision, and strategic plan. With an estimated 200,000 Muslims and over 50 mosques, Philadelphia has one of the largest Muslim populations per capita of any major American city. African-American Muslims constitute roughly a third of the American Muslim population and 85% of Philadelphia's Muslim population.





What does Muslim art and architecture look like?

Muslim art and architecture is as varied as the religion is widespread. Muslims are found around the world, and this exhibition aims to demonstrate that there is no one way to be or express one's Muslim culture. While there are common factors, such as religious practices and aesthetic choices, the manifestations of these beliefs and customs take many different forms that concurrently depend on the adherence to Islam while also adapting to local cultures.

For example, a mosque in India will serve the same purpose as a mosque in China, but the two mosques will look different because of the influence of local architectural ideas. As Muslims also move into the twenty-first century, there is also an increased level of individualization in cultural expression. Our artists-in-residence have created artworks that illustrate the relationship between contemporary and traditional elements of Muslim cultures, as well as how their individual interpretations of centuries of tradition play a role in their own artistic practices.

Why should we learn through play and inquiry?

PTM is committed to the power of learning through play, especially for early childhood audiences. Play develops the skills of creativity, communication, critical thinking, and collaboration among young learners and PTM provides opportunities to discover the power of learning through play.

As your students play in the exhibition, focus their experiences through questions and hands-on exploration. Observe how they are playing and use open-ended questions to extend their thinking. Questions can prompt children to look closely at an object. What do you notice? Is a simple, yet powerful question! Practice visual literacy and evidence-based thinking by following with, What makes you say that? By using questions as a vehicle for exploration and learning, we model that learning happens when we start to wonder.

GLOSSARY VOCABULARY



- **Architecture:** The art or practice of designing, constructing, and studying buildings.
- **Artifact:** An object made by a human that comes from the time that is being studied.
- **Geometric Shape:** Shapes that have names and follow mathematical rules, like all triangles have three sides, rectangles are longer than squares, etc. Many patterns in Islamic art and architecture are composed of geometric shapes.
- **Innovation:** An invention or new way of doing something. Many scientific and technological inventions and advancements were first created and achieved by individuals from the Muslim world.



- **Islam:** The religion of people who identify as Muslim; it is a monotheistic faith, like Christianity and Judaism, that regards Muhammad as the Prophet of Allah.
- **Mosque:** A public place for worship and prayer for followers of Islam. The Arabic word for mosque is masjid.
- **Muslim:** A follower of the religion of Islam.
- **Pattern:** A repeated decorative design.
- **Quran:** Islam's holy book, in which the words of Allah, as they were transmitted through the angel Gabriel to Muhammad, have been recorded.
- **Silk Roads:** A vast and complex network of land and sea trade routes that merchants used to travel and trade objects and resources. These routes constituted a nearly-international system of trade that linked the regions of the ancient world in commerce and fostered peace among travelers and traders.



OBJECTIVE

America to Zanzibar: Muslim Cultures Near and Far introduces young learners to the diversity of Muslim cultures around the world through multi-sensory play with art, architecture, objects, stories.



OUTCOMES

Building a Foundation:

- Participants will experience positive representations of Muslim cultures.
- Participants will understand that, although Muslim populations around the world share some qualities, these cultures are also very diverse.

Making Connections & Thinking Critically:

- Participants will develop a deeper appreciation for elements of Muslim cultures and realize that many aspects of our own experiences are rooted in Muslim cultures and innovations.
- Participants will realize that we can learn about cultures through the study of art, architecture, artifacts, and play.

Lifelong Learning:

- Positive experiences in the exhibition will encourage empathy, understanding, and increased cultural literacy, preparing children to work, play, and live in the increasingly interconnected and interdependent world of the 21st century.



PENNSYLVANIA STANDARDS

Pre-K

- AL.2 PK.D, AL.3 PK.A, 1.2 PK.J, 1.5 PK.A, 2.3 PK.A.1, 7.1 PK.A, 9.1.D PK.E, 9.1.V PK.A, 9.2 PK.D, 9.3 PK.G, 9.4 PK

Kindergarten

- AL.2 K.D, AL.3 K.A, 1.2 K.J, 1.5 K.A, 2.3 K.A.1, 9.1.D K.E, 9.1.V K.A, 9.2 K.D, 9.3 K.G, 9.4 K.B

1st Grade

- AL.1 1.A, AL.1 1.C, AL.2 1.D, 1.2 1.J, 1.5 1.A, 1.5 1.D, 2.3 1.A.1, 7.1 1.A, 7.1 1.B, 7.3 1.A, 9.1.D 1.E, 9.1.V 1.A, 9.2 1.D, 9.3 1.G, 9.4 1.B

2nd Grade

- AL.1 2.A, AL.1 2.C, 1.2 2.J, 1.5 2.A, 6.4 2.C, 7.1 2.A, 7.1 2.B, 7.3 2.A, 8.4 2.D

3rd Grade

- 2.9.3.A, 2.9.3.B, 2.9.3.D, 2.9.3.E, 3.2.4.B.1, 3.2.4.B.2, 5.1.3.J, 5.4.3.B, 6.4.3.B, 6.4.3.C, 6.4.3.F, 7.1.3.A, 7.1.3.A.2, 7.4.3.A.1, 8.2.3.C.3, 8.2.3.C.7, 8.3.3.D.2, 8.4.3.A.1, 8.4.3.D, 9.1.3.B.4, 9.1.3.C, 9.2.3.A, 9.2.3.D, 9.2.3.E, 9.2.3.G, 9.2.3.I, 9.3.3.B, 9.3.3.F, 9.4.3.B



EXPLORING THE EXHIBITION

***America to Zanzibar: Muslim Cultures Near and Far* blends artifacts and manipulatives to create an interactive play experience that teaches about the diversity of Muslim cultures, both historically and contemporarily.**

The following portion of the guide recommends ways to engage your students in the classroom to prepare them for the trip, as well as ways to interact with exhibit components. Choose three to four areas to explore as a class and allow time for free play in the exhibit so that students can explore the areas that you did not cover as a group.



TRADE & TRAVEL GEOGRAPHY



Beginning in ancient China and lasting until 1453 CE, the Silk Roads were a network of land and sea routes on which traders traveled to other lands. The Middle East was the middle of this nearly international system of trade. The camel and dhow demonstrate how ancient traders traveled, and the Pakistani truck is an example of how people and goods get around today.

BEFORE YOUR VISIT:

- America to Zanzibar – that’s really far! Examine a world map to focus on early geography skills. Locate Zanzibar. How far away is your school from Please Touch Museum? Where are your students’ families from?
- Discuss with your class how you travel around your neighborhood. Make a list of all the ways you can get around. How will your class travel to Please Touch Museum?

IN THE EXHIBIT:

- **Map:** Explore the map that shows where Muslims live throughout the world and introduce the idea of people from different cultures meeting and trading with one another. Think about domestic, national, and global trade.
- **Camel, dhow, and truck:** These were three different ways that people traveled. Why do you think travelers would use each mode of transportation? Have children show their thinking by pointing to the map. Let children explore the Dhow and see what types of goods traders brought on these ships. Pearls traveled from the Persian Gulf to India, coconuts went from Zanzibar to the Arabian Peninsula, and traders brought gold from East Africa to India.

THE GLOBAL MARKETPLACE



‘Shop’ in the global marketplace to discover goods, like fruits, spices, rugs, and ceramics, that come from countries where many people practice Islam. Use this area to demonstrate how our world, past and present, is globally connected.

BEFORE YOUR VISIT:

- Explore with your class where your food comes from. Look for stickers on produce and map out the journey from plant to table. How do you think that food traveled to your supermarket in the United States?
- What else do you have in your classroom that was made in another country?

IN THE EXHIBIT:

- Use your senses to explore the Indonesian fruit stand. What fruits do you recognize? Which are totally new? Practice using descriptive words to discuss appearance, texture, smell, and how you imagine they might taste. How is this market different from Please Touch Museum’s market in Healthy Me, Healthy Family, Healthy Community? How is it similar?
- Examine the patterns and designs on the examples of Turkish ceramics. How are these similar to plates you have in school or at home? How are they different? Why do you think these peoples might have wanted their ceramics to look this way?



THE COURTYARD



In this area, explore aspects of Muslim cultural production, including art, architecture, and music. Focusing on Muslim design elements like geometric shapes and patterns and explaining that art and music are elements of culture can tie this area together thematically.

BEFORE YOUR VISIT:

- Review geometric shapes and patterns as a class. Identify the ways in which patterns decorate the objects of our everyday lives, like clothing, buildings. Hena Khan's book *Crescent Moons and Pointed Minarets: A Muslim Book of Shapes* is a great read-aloud.
- Everybody loves music! Discuss the importance of music with your class and explore how music around the world can be different. What are some instruments that we play here in the United States? Does anyone's family have instruments from another country at home?

IN THE EXHIBIT:

- Sketching is a useful way to prompt close looking. Consider bringing paper and pencils for students to sketch as they explore the variety of patterns that are in the courtyard, as well as in the rest of the exhibit.
- Play "I Spy" with shapes. Challenge children to look for certain shapes in the area, beginning with basic shapes like triangles and squares and moving on to more complex shapes. How are the shapes arranged? Where do you see patterns?

ARCHITECTURE

Inside the architecture theater, observe mosques from around the world. Architecture is an interesting way to study culture, as buildings change in form and function based on who made them, when they were made, and why they were made. Local cultural and architectural traditions influence how architects around the world designed these mosques.

BEFORE YOUR VISIT:

- Introduce the idea of architecture as the study of buildings. Study the architecture of your school and compare it to other buildings in your community. How does the design of your school help to serve its purpose?
- Look at architecture from around the world. How do buildings from different countries look different? How do they look the same? Why do you think certain buildings might look the way they do?

IN THE EXHIBIT:

- Identify the various parts of the map as a group. Travel to a mosque in the Middle East and look at it as a group. What do you notice about this building? Describe any patterns you might see. How does this building look different from buildings we have here in the United States? This building is meant to welcome many people in at a time to worship and pray together. What do you see that tells you this building is a good place for many people to be inside at the same time?
- Mosques from around the world can look very different. Next, look at a mosque in China. What do you notice about this mosque? How is this mosque different from the one we just looked at? How is it similar? Why do you think these two mosques look so different from one another?



AMERICAN HOME



This exhibit area includes personal objects from people just like you! Objects tell interesting stories about the people who own them and can be interesting indicators of what is similar across cultures. You can press the buttons on the cases to listen to the objects' owners.

BEFORE YOUR VISIT:

- Put a spin on a traditional show and tell. Have children bring in an object that is special to them and have them arrange their objects on a table. Challenge children to guess what each object says about the person who brought it in, and push children to justify their interpretations. For example, a pencil can mean that someone loves to draw.

IN THE EXHIBIT:

- Introduce that these are objects that people loaned to the Museum to be put on display here. Do you recognize any of these objects? Do you have your own versions of these objects at home?
- What would you put on display if the Museum asked you for an object? What would it say about you? Why do you think Please Touch Museum wanted to include these normal objects in our exhibition?

LOAN OBJECTS

There are many different artifacts here on loan from the Free Library of Philadelphia and the Penn Museum. Authentic objects provide powerful and unique experiences to teach children cultural concepts and reinforce that objects are elements of cultural production.

BEFORE YOUR VISIT:

- Discuss what an artifact is and why it is important to study objects from the past. Talk about what we can learn by studying objects from the past. Discuss why it is important to study objects made by other cultures.

IN THE EXHIBIT:

- Look at the Quran as a group. The Quran is the holy book of Islam. The text is in Arabic, and it was written and designed by hand. How is this book different from the ones we have at school?
- Examine the Persian miniature paintings, prompting children to look closely and notice all the details. Before books were mass-produced, artists had to make books by hand. Each of these pages come from a handwritten and hand-painted book. They are called illuminated manuscripts because artists illuminated them with their paintings. One idea that traveled during this time was how to make paper. Muslim traders learned how to make paper from the Chinese and then brought the process to their own countries, where they then made books.



ARTIST-IN-RESIDENCE ARTWORKS

Keisha Whatley and Bariq Cobbs are local artists with whom Please Touch Museum has collaborated to provide examples of contemporary art in the exhibition. Keisha combines objects and portraiture to navigate the question of identity, and Bariq utilizes bright colors and shapes to communicate relationships among people.

BEFORE YOUR VISIT:

- Look at artworks online and discuss how a self-portrait or portrait can communicate something about either the artist or the subject of the portrait. Challenge children to draw a self-portrait that uses imagery to say something about themselves. What title would they give to their self-portrait?
- The way we draw people can say a lot about who they are. Have your class create pictures of their family or friends, focusing on how students can show the relationships among the people in the group. For children who can think more abstractly, challenge them to draw those people as food. Which foods would represent their family or friends, and why?

IN THE EXHIBIT:

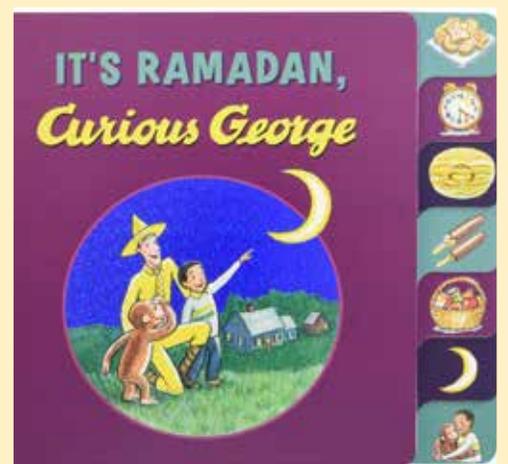
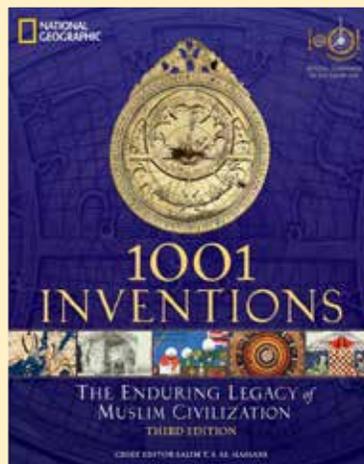
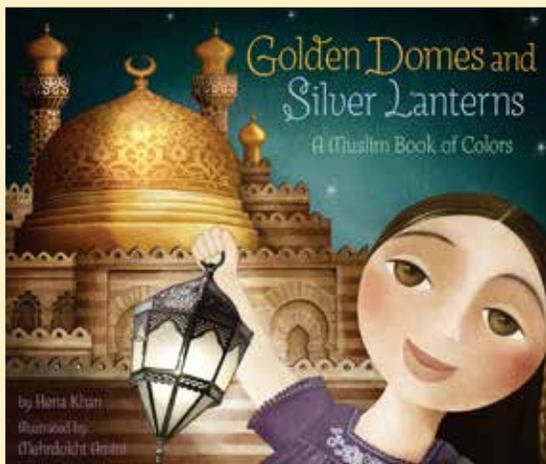
- Guide children in looking at these contemporary artworks. Ask questions that slows down their looking and prompt them to provide visual evidence for their thoughts. What do you notice? What do you see that makes you say that? What title would you give to this artwork? How are these artworks similar? How are they different?



BOOKS TO READ WITH YOUR STUDENTS



- ***1001 Inventions: The Enduring Legacy of Muslim Civilization***
Salim T.S. Al-Hassani
- ***The Sandwich Swap***
Queen Rania of Jordan Al Abdullah
- ***Mirror***
Jeannie Baker
- ***Golden Domes and Silver Lanterns***
Hena Khan
- ***Crescent Moons and Pointed Minarets: A Muslim Book of Shapes***
Hena Khan
- ***It's Ramadan, Curious George***
H. A. Rey, Hena Khan
- ***Night of the Moon***
Hena Khan
- ***Lailah's Lunchbox: A Ramadan Story***
Reem Faruqi
- ***Mommy's Khimar***
Jamilah Thompkins-Bigelow



EXHIBITION MAP





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