



# Aga Khan Museum

## International Languages

### *Tasks for the Classroom*

Created in partnership with:



AGA KHAN MUSEUM

Aga Khan Museum



Ontario

Ministry of Education, Ontario



International Languages  
Educators' Association (ILEA)

These resources were prepared by teachers, for teachers in partnership with the Aga Khan Museum, the Ministry of Education, and the International Languages Educators' Association. These curriculum-linked resources were inspired by the Museum's Permanent Collection. Object information and images courtesy of the Aga Khan Museum.

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**International Languages Educators' Association**  
[www.ilea.ca](http://www.ilea.ca)

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*\* Student resources are available at the end of each task description in English, French, Persian and Arabic.*

# Introduction

This resource highlights the tremendous resources available at the Aga Khan Museum in Toronto. ILEA (International Languages Educators' Association) Ontario is honoured to have had the opportunity to develop tasks for the language classroom that incorporate the richness in learning that is possible through visits (in person or online) to a museum as dynamic as that of the Aga Khan Museum. Classroom tasks have been gathered under thematic strands that are of relevance to teachers of International Languages. The thematic strands are Entertainment and Leisure, Home and Community, Roles in Society, A Visit to the Aga Khan Museum. These strands have tasks that have been crafted with a particular level in focus (levels 1, 2, 3). Although the levels have been primarily based on the International Languages - Secondary curriculum, these tasks can be modified for students of International Languages - Elementary (particularly in junior and intermediate divisions). As many classes in International Languages are of a multilevel (and often multi-age) nature, ILEA feels that the presentation of these tasks within a theme area would be of greatest application to the IL classroom. When working with multilevel classrooms, many experienced language educators have found that it is important to unite learners under a thematic umbrella, as an overarching theme would gather all students regardless of level in an inclusive learning environment.

ILEA Ontario is thankful to the Aga Khan Museum and the Ministry of Education of Ontario for the opportunity to develop this resource for IL educators across the province and beyond.

## Thematic Overview

<b>Strands, Levels and Activities</b>	<b><i>Level 1</i></b>	<b><i>Level 2</i></b>	<b><i>Level 3</i></b>
<b><i>Strand 1</i></b> <b>Entertainment and Leisure</b>	Music Instrument	Storytelling Through a Painting	Legends and Customs
<b><i>Strand 2</i></b> <b>Home and Community</b>	Household Art	To Market	Comfort at Home
<b><i>Strand 3</i></b> <b>Roles in Society</b>	Dressed for Success	Animal World	Heroes
<b><i>Strand 4</i></b> <b>A Visit to the Aga Khan Museum</b>	Discovering the Aga Khan Museum		

## Notes to the Teacher

Teachers will note that there are task descriptions for each task of each strand. Each strand contains three tasks that are separated by levels of language challenge (from beginners to advanced). Task descriptions offer a brief overview of what can be done prior to the task as well as a fuller description of what can be done as the core task that is presented with the support of learning materials. Learning materials have been translated into additional languages. In addition, references are made for teachers in the section that follows for differentiation opportunities for the classroom to acknowledge language level differences as well as learning styles and special needs. The tasks presented will be a significant portion of an IL lesson plan, but in many cases the tasks will serve as components of a short series of lesson sections.

## Recommended Accommodations for Language Levels and Learner Needs

The tasks that have been created within this resource package have considered the multilevel and often multiage contexts of IL classrooms. Differentiation strategies will need to be considered for any of the task descriptions that follow in this resource in order to accommodate students at varying levels of language, specific learning needs or distinct learning styles and approaches. Teachers may consider the following suggestions when accommodating students of different levels within the language classroom or when balancing their instruction for students with a variety of learning needs:

- Provide and model specific guidelines of lists of key language to groups that need more assistance in the formation of dialogues (i.e. rules for word endings, word order, and subject/verb agreements).
- Consider use of sentence starters for oral communication work.
- Use colour coding to highlight gender, verb/noun agreements and other language principles.
- Reduce the number of new phoneme and symbols being taught.
- Use anticipation guides with students to pull out key vocabulary that will be relevant to lower levels of language while eliciting more complex language and thoughts from higher levels.
- Use word retrieval visual aids, such as word walls, anchor charts, word webs, picture cues and body language illustrations to bridge vocabulary connections.
- Vary use of structured overviews such as graphic organizers, study guides and reference sheets, for various levels of abilities to organize content of different groups.
- Provide choice and flexibility to accommodate students' output (both oral and written). Incorporate the use of assistive technology (i.e. text-to-speech, voice-to-text, graphic organizers, audiotapes, audiobooks, videos with subtitles).
- Use exit cards, reflection questions, journals, postcards, classroom walk, mind maps, KWL (what is known, what wants to be known and what is learned) charts, to encourage use of vocabulary and language explored in each of the tasks.
- Vary the groupings to ensure cross ability groupings when creating dialogues.
- Incorporate opportunities for students to communicate in pairs or small groups
- Discuss and model strategies of how to break the concepts into manageable steps, to reflect levels of ability in the language.
- Triangulate assessment using observations, conversations and products. Provide sufficient processing time.
- Give options for demonstrating learning (choices).

## Music Instrument

### Prior to Task

As an introductory activity, students can discuss the kinds of instruments that they know of and the kinds of sounds that these instruments produce. As this is a level 1 task, teachers will have to use visuals in order to review or teach students vocabulary related to musical instruments. Beyond knowledge of basic contemporary musical instruments, this activity aims to diversify this content.

Access to the Aga Khan Museum is of great benefit in bringing a global awareness to the language classroom in general, but specifically for this strand in the arts. Teachers are encouraged to bring in the vocabulary of a great array of instruments used by various cultures worldwide, both past and present. For this activity, students are introduced to an instrument from the Aga Khan Museum such as the *Tambura* (AKM700) and are shown the selection (online or in person). Teachers can also use *Musical Gathering* (AKM218) which shows an ensemble of musicians and entertainers from Ottoman times.

### Core Task

The teacher shows the image of the *tambura* (or other) to students and asks them to think about the name or heritage of this musical instrument. If this activity takes place at the museum, then teachers can guide learners to the selection itself, otherwise the visual from the museum website or other resource will suffice. Students will discuss the instrument and talk about its appearance, consider what material was used to create it and reflect on other musical instruments that the *tambura* reminds them of. Teachers can locate a video or audio clip from the internet to play for students and then engage learners in a discussion as to the sound that the instrument makes. One suggested website to use for the example provided is: [https://www.youtube.com/watch?v=p\\_1NsPBFz7M](https://www.youtube.com/watch?v=p_1NsPBFz7M)



Students are provided with a graphic organizer to fill in in regards to the *tambura* (or other teacher selection) and its features and sounds. This activity can be done in groups of three or individually based on the language ability of students. Students will also need to write about the kinds of feelings or reactions they have when listening to the sounds of the instrument such as the *tambura* within their organizer. In addition, they will be asked to locate three other instruments that are featured in any piece of art at the museum (or elsewhere if needed) and fill in the remaining items on their organizer to complete the task. Students can access the museum, its website, the Internet in general or the knowledge of their peers to create the content. The teacher can circulate around the classroom and have each group (or individual) orally explain the content of their graphic organizer.

#### **Musical Gathering**

Turkey, ca. 1700

Opaque watercolour and gold on paper

38.2 cm × 24.8 cm

The Aga Khan Museum, AKM218

## Music Instrument

### Listening

Watch or listen to the sound of this instrument.

### Writing



**Tambura**  
India, early 19th century  
Teak wood, a calabash, metal and bone.  
Length: 126 cm  
The Aga Khan Museum, AKM700

Made of...

Sounds like...

I feel / It reminds me of...

### Other Instruments

1.	2.	3.
•	•	•
•	•	•
•	•	•

## Instrument de Musique

### Écouter

Observer ou écouter le son que fait l'instrument de musique.

### Écriture



**Tambura**  
India, early 19th century  
Teak wood, a calabash, metal and bone  
Length: 126 cm  
The Aga Khan Museum, AKM700

Fabriqu   en...

Sonne comme...

Il me fait ressentir / il me fait penser   ...

### Autres Instruments

1.	2.	3.
•	•	•
•	•	•
•	•	•



## آلت موسیقی

## گوش دادن

به صدای این آلت موسیقی گوش دهید یا تماشا کنید.

## نوشتن



**Tambura**  
India, early 19th century  
Teak wood, a calabash, metal and bone  
Length: 126 cm  
The Aga Khan Museum, AKM700

ساخته شده از ...

شباهت صدا به ...

من احساس میکنم / مرا به یاد ...

## سایر آلات موسیقی

1.	2.	3.
•	•	•
•	•	•
•	•	•

## آلة موسيقية

استماع

أشاهد أو أستمع لصوت هذه الآلة الموسيقية.

كتابة



**Tambura**  
India, early 19th century  
Teak wood, a calabash, metal and bone  
Length: 126 cm  
The Aga Khan Museum, AKM700

مصنوعة من ...

تشبه (أو صوتها يُشبه به) ...

أشعر به / تذكرني به ...

## آلات موسيقية أخرى

1.	2.	3.
•	•	•
•	•	•
•	•	•

## Storytelling Through a Painting

### Prior to Task

This is an opportunity for students to use storytelling in regards to paintings.

Teachers can introduce the topic of storytelling by asking for students to explain a favourite story from childhood. Having students narrate from original artwork would also help to elaborate on this type of activity.

Considering that many pieces of art have a story to tell, this task allows students to consider what is happening in the art that they are viewing. An example that can be used for students for this language level is the piece: AKM16 (*Bahram Gur at the House of Mahyar the Jeweller*). This specific story is about a hero and king named Bahram Gur who one day visits the home of a jeweller in disguise. The jeweller has his daughter entertain him with her singing and playing of the harp. The daughter compares the stranger with the handsome King Bahram Gur, not knowing that it is actually him. The teacher can show the artwork and narrate the story bringing attention to the detail within the picture while asking students to discuss what they see and to then connect the detail to the story they have heard.

It should be noted that there are many possible artefacts (online or in person) at the Aga Khan Museum that can be used for this type of activity.

### Core Task

Understanding how art can narrate an event or story, students will practise putting this skill into motion by completing a template on plot and character that uses the aforementioned art piece as the central frame. Students will write (or say) what is happening in the art piece but then they will also attempt to draw a picture of what happened before the artwork and another picture for what happened after the action portrayed in the central frame. In addition to their illustrations, students will have to write descriptions for the sequences of action among all three framed pictures (the original art piece and their two self-created ones that capture the before and after plot points).

Choosing three characters that appear in their story (artwork), students will fill in character bubbles on a graphic organizer with information pertaining to the three characters. They will also include a description of each character and the role that the character plays in the plot of the story. This activity can be extended to multiple narrative boxes and character bubbles if the level of language in the classroom is more advanced. In addition, teachers can have students perform this task by using other pieces of art that exist within the Aga Khan Museum or elsewhere. There is for example a selection of Shahnameh illustrations from various manuscripts usually on display and online. Many focus on heroic deeds, romance, war and other topics. Visit [www.agakhanmuseum.org](http://www.agakhanmuseum.org) for options.


## Storytelling Through a Painting

### Writing

#### Part A - Characters

<i>Character 1</i>	<i>Character 2</i>	<i>Character 3</i>
Who is it?	Who is it?	Who is it?
Describe the character: ..... ..... .....	Describe the character: ..... ..... .....	Describe the character: ..... ..... .....

#### Part B - Plot

<i>Before</i>	<i>Now</i>	<i>After</i>
	 <p><b>Bahram Gur at the House of Mahyar the Jeweller</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020). Western Iran, late 13th or early 14th century. Opaque watercolour, ink, and gold on paper. 24 × 19.2 cm The Aga Khan Museum, AKM16</p>	
..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....


## Raconter une histoire à travers une peinture

### Écriture

#### Partie A - Personnages

<i>Personne 1</i>	<i>Personne 2</i>	<i>Personne 3</i>
Qui est-ce?	Qui est-ce?	Qui est-ce?
Décrivez le personnage: ..... ..... .....	Décrivez le personnage: ..... ..... .....	Décrivez le personnage: ..... ..... .....

#### Partie B - Intrigue

<i>Avant</i>	<i>Maintenant</i>	<i>Après</i>
	 <p><b>Bahram Gur at the House of Mahyar the Jeweller</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020). Western Iran, late 13th or early 14th century. Opaque watercolour, ink, and gold on paper. 24 × 19.2 cm The Aga Khan Museum, AKM16</p>	
..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....


## داستان گویی از طریق نقاشی

نوشتن

قسمت A - ها شخصیت

شخصیت 1	شخصیت 2	شخصیت 3
آن فرد چه کسی است؟	آن فرد چه کسی است؟	آن فرد چه کسی است؟
آن شخصیت را توصیف کنید	آن شخصیت را توصیف کنید	آن شخصیت را توصیف کنید
.....	.....	.....
.....	.....	.....
.....	.....	.....

قسمت B - قطعه

قبل	حالا	بعد
	 <p><b>Bahram Gur at the House of Mahyar the Jeweller</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020). Western Iran, late 13th or early 14th century. Opaque watercolour, ink, and gold on paper. 24 × 19.2 cm The Aga Khan Museum, AKM16</p>	
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....


## السرد القصصي من خلال الرسم

كتابة

## الشخصيات – الجزء أ

الشخصية الاولى	الشخصية الثانية	الشخصية الثالثة
من تكون؟	من تكون؟	من تكون؟
أصف الشخصية:	أصف الشخصية:	أصف الشخصية:
.....	.....	.....
.....	.....	.....
.....	.....	.....

## حبكة القصة (الاحداث) – الجزء ب

قبل	الان	بعد
	 <p><b>Bahram Gur at the House of Mahyar the Jeweller</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020). Western Iran, late 13th or early 14th century. Opaque watercolour, ink, and gold on paper. 24 × 19.2 cm The Aga Khan Museum, AKM16</p>	
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

## Legends and Customs?

### Prior to Task

Teachers can introduce this activity by talking about legends and customs. By legends, students can understand that these are forms of stories that have been passed down over generations and to think about how these legends may have been impacted by cultural practices, or how they may have influenced a culture itself. Students can share their knowledge of legends and then consider what is considered a custom within a cultural framework. Are there any legends that may reflect customs of a social or cultural nature? Customs demonstrate a cultural practice that may or may not have been maintained over time and generations. Students will be encouraged to share their thoughts in class. Important to this more advanced-level task is to be aware as to what is a known cultural custom and what isn't necessarily such.

### Core Task

This activity will give students a chance to think about culture as related to both legends and customs. At this point the teacher can share two pieces from the Aga Khan Museum collection. This example has chosen: *A Sea Serpent Swallows the Royal Fleet* (AKM167) and *The Sons of Faridun at the Court of King Sarv of Yemen* (AKM19).


*A Sea Serpent Swallows the Royal Fleet* is a legend in painting form that illustrates an adventure in travel. Students can discuss the composition of the painting and talk through the various pieces, explaining the action sequences that appear. In the piece *The Sons of Faridun at the Court of King Sarv of Yemen* (AKM19) there is a portrayal of the asking for a hand in marriage and it is indicated that in this particular context that the suitors were guessing the ages of the daughters whose hands in marriage they wanted. It would be interesting to have a discussion about marriage customs across cultures and to talk about marriage in Canada today. Learners will need to understand that some examples such as the marriage event in this last painting do not demonstrate a common custom but merely a story. This piece does not exhibit a common custom shared within a culture but it does allow discussion on what cultural traditions may exist related to marriage. If teachers would like to focus on a common custom, they can consider other artifacts such as the Haft-Sin Dish from Iran that was used to celebrate Spring (Nowruz) and held important foods for this celebration – see AKM739.


Students prepare a worksheet that asks them to summarize various details about each of the two pictures. Later, using a comparison chart, the students will use a graphic organizer that has two columns. Within the first, students will chunk out an analysis of various components of the artwork from the Aga Khan Museum while in the second column, students are to find another piece of art from the Aga Khan Museum or elsewhere and summarize the items as they did in the first column as they relate to their chosen art pieces. One of the charts would be focused on the theme of *Adventure in Travel* and the other chart would focus on the theme of *Marriage Customs*.

Students can transfer their information to chart paper to enable them to use their notes as a guideline for an oral presentation to their peers. They will also be expected to show a picture of their chosen piece of work. A gallery walk at the end of all the presentations will allow students to see the various pieces chosen within the class and to pursue follow up discussions on this activity.



## Legends and Customs?

Travel Story	Legend?
 <p><b>Sea Serpent Swallows the Royal Fleet</b> Folio from a manuscript of Gulshan-i 'Ishq (The Rose Garden of Love) by Mian Nusrati Bijapur, India, ca. 1670 Opaque watercolour and ink on paper. 39.3 cm x 23.5 cm The Aga Khan Museum, AKM167</p>	<p><i>The sea serpent is attacking a fleet of ships. How is this story effective as a legend?</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>


Marriage Stories	Custom?
 <p><b>The Sons of Faridum at the Court of King Sarv of Yemen</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020) Western Iran, late 13th or early 14th century Opaque watercolour, ink, and gold on paper 15.5 x 12.4 cm The Aga Khan Museum, AKM19</p>	<p><i>These princes ask for a king's daughters' hands in marriage by guessing their ages as a final challenge presented by a reluctant king (and father). Is this a custom or a specific story?</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>


## Legends and Customs?

### Comparison Chart

<i>Aga Khan Museum Selection</i>	Questions	<i>My Selection</i>
..... .....	<b>When</b> did it happen?	..... .....
..... .....	<b>Where</b> did it happen?	..... .....
..... ..... ..... ..... ..... .....	<b>Who</b> was involved?	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	Describe the <b>people</b> ?	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	<b>Message</b> Interpretation	..... ..... ..... ..... ..... .....

## Légendes et Coutumes?

Histoire de Voyage	Légende?
 <p><b>Sea Serpent Swallows the Royal Fleet</b> Folio from a manuscript of Gulshan-i 'Ishq (The Rose Garden of Love) by Mian Nusrati Bijapur, India, ca. 1670 Opaque watercolour and ink on paper. 39.3 cm x 23.5 cm The Aga Khan Museum, AKM167</p>	<p><i>Le serpent de mer attaque une flotte de navires. Cette histoire est-elle efficace pour une légende?</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Histoire de Mariage	Coutume?
 <p><b>The Sons of Faridum at the Court of King Sarv of Yemen</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020) Western Iran, late 13th or early 14th century Opaque watercolour, ink, and gold on paper 15.5 x 12.4 cm The Aga Khan Museum, AKM19</p>	<p><i>Ces princes demandent les filles du Roi en mariage en devinant leur âge en guise d'épreuve finale d'un Roi (et père) réticent. Est-ce une coutume ou une histoire spécifique ?</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>


## Légendes et Coutumes?

### Comparison

<i>Sélection du Musée Aga Khan</i>	Questions	<i>Ma Sélection</i>
..... .....	<b>Quand</b> est-ce arrivé?	..... .....
..... .....	<b>Où</b> est-ce arrivé?	..... .....
..... ..... ..... ..... ..... .....	<b>Qui</b> était impliqué?	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	Décrivez les <b>gens</b> ?	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	Interprétation du message?	..... ..... ..... ..... ..... .....

## افسانه ها و آداب و رسوم

سفر داستان	افسانه؟
 <p><b>Sea Serpent Swallows the Royal Fleet</b> Folio from a manuscript of Gulshan-i 'Ishq (The Rose Garden of Love) by Mian Nusrati Bijapur, India, ca. 1670 Opaque watercolour and ink on paper. 39.3 cm × 23.5 cm The Aga Khan Museum, AKM167</p>	<p>مار دریایی به ناوگان کشتی حمله میکند. چگونه این داستان به عنوان افسانه .. موثر است؟</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

داستان ازدواج	فرهنگ؟
 <p><b>The Sons of Faridum at the Court of King Sarv of Yemen</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020) Western Iran, late 13th or early 14th century Opaque watercolour, ink, and gold on paper 15.5 x 12.4 cm The Aga Khan Museum, AKM19</p>	<p>این شاهزادگان به عنوان آخرین چالش برای ازدواج با دختر پادشاه باید سن آنها را حدس بزنند این چالش توسط یک پادشاه بی میل (و پدر) ارائه شده بود. آیا این یک فرهنگ است یا یک داستان خاص؟</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## افسانه ها و آداب و رسوم


## چارت مقایسه

انتخاب موزه آقا خان	سوالات	انتخاب من
..... .....	در چه زمانی اتفاق افتاد؟	..... .....
..... .....	کجا اتفاق افتاد؟	..... .....
..... ..... ..... ..... .....	چه کسی گرفتار شده بود؟	..... ..... ..... ..... .....
..... ..... ..... ..... .....	مردم را توصیف کنید؟	..... ..... ..... ..... .....
..... ..... ..... ..... .....	تفسیر	..... ..... ..... ..... .....



## أساطير وعادات (تقاليد)؟

أسطورة؟	قصة سفر
<p>يهاجم الثعبان البحري أسطول من السفن. كيف تكون هذه القصة فعالة كأسطورة؟</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	 <p><b>Sea Serpent Swallows the Royal Fleet</b> Folio from a manuscript of Gulshan-i 'Ishq (The Rose Garden of Love) by Mian Nusrati Bijapur, India, ca. 1670 Opaque watercolour and ink on paper. 39.3 cm x 23.5 cm The Aga Khan Museum, AKM167</p>

تقليد (عادة)؟	قصص زواج
<p>هؤلاء الأمراء يطلبون أيدي بنات الملك للزواج من خلال تخمين أعمارهن باعتبارها التحدي النهائي الذي قدمه الملك المتردد (والأب). هل هذه قصة عادات وتقاليد أم قصة محددة؟</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	 <p><b>The Sons of Faridum at the Court of King Sarv of Yemen</b> Folio from a manuscript of Shahnameh (Book of Kings), by Firdausi (d.1020) Western Iran, late 13th or early 14th century Opaque watercolour, ink, and gold on paper 15.5 x 12.4 cm The Aga Khan Museum, AKM19</p>

أساطير وعادات (تقاليد)؟  
رسم بياني للمقارنة

اختيار متحف آغا خان	أسئلة (عن القصة)	اختياري
..... .....	متى حدثت؟	..... .....
..... .....	أين حدثت؟	..... .....
..... ..... ..... ..... ..... .....	مَن شارك فيها؟	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	أصف الناس.	..... ..... ..... ..... ..... .....
..... ..... ..... ..... ..... .....	تفسير الرسالة (المغزى).	..... ..... ..... ..... ..... .....



## Household Art

### Prior to Task

This task represents a typical thematic vocabulary unit for early level language learners. In expanding on the development of household vocabulary, teachers can open discussion on this task by sharing their own interesting objects and explaining their purposes or origin. Also, interesting would be to show visuals of household objects of the past that may not exist today.




Students look at a variety of objects from the Aga Khan Museum that are associated with home use, although they may have been used in palaces, mosques or other places. It is an opportunity for students to look at the type of colours and designs that were used for many objects that appear in a home and at times how the objects themselves tell stories. Introducing this activity can centre on three particular objects from the Aga Khan Museum: This example uses a colourful dish (such as AKM586), a water jug (such as AKM555) and bowl (such as AKM610). Students will be asked to describe what they see but to also explain what the objects are used for and how they compare to similar objects they may have in their homes today.

Other notable selections from the Aga Khan Museum useful for this activity can be: beam (AKM631 from Morocco or Spain, 12-13<sup>th</sup> centuries) and incense burner (AKM602 from Iran, 11<sup>th</sup> century).

### Core Task

Students fill out the worksheet that asks them to describe the aforementioned objects. They fill in the description part of the graphic organizer that is provided. In making connections to other cultures, students then access their own heritage or culture (or another if preferred) and bring in three household objects that they will describe in simple form as would be expected for a level one classroom. The students can describe the object by appearance, size, weight but also explain briefly what the object is used for and what its cultural relevance would be for daily life at home. Once the chart is filled in, students will participate with other students by sharing their information orally, while showing their objects (or pictures of them). This activity can be done at the museum or via technology from classrooms.




## Household Art at the Museum

Household Object	Picture	Description
<i>Dish</i>	 <p><b>Dish</b> Iznik, Turkey, late 16th-early 17th century Fritware, underglaze-painted Diameter: 29.2 cm The Aga Khan Museum, AKM586</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>Jug</i>	 <p><b>Jug</b> Iran, 12th –13th centuries Fritware, lustre-painted Height: 10.3 cm The Aga Khan Museum, AKM555</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>Bowl</i>	 <p><b>Bowl</b> Made for an officer of Sultan al-Malik al-Nasir Muhammad b. Qalawun Egypt or Syria, first half of 14th century Brass, inlaid with silver Diameter: 18 cm The Aga Khan Museum, AKM610</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Household Art in My Culture

Household Object	Picture	Description
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>




## Objets d'Art Ménager au Musée

Objet de maison	Illustration	Description
<i>Assiette</i>	 <p><b>Dish</b> Iznik, Turkey, late 16th-early 17th century Fritware, underglaze-painted Diameter: 29.2 cm The Aga Khan Museum, AKM586</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>Cruche</i>	 <p><b>Jug</b> Iran, 12th –13th centuries Fritware, lustre-painted Height: 10.3 cm The Aga Khan Museum, AKM555</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>Bol</i>	 <p><b>Bowl</b> Made for an officer of Sultan al-Malik al-Nasir Muhammad b. Qalawun Egypt or Syria, first half of 14th century Brass, inlaid with silver Diameter: 18 cm The Aga Khan Museum, AKM610</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Objets d'Art Ménager Dans Ma Culture**

Object de maison	Illustration	Description
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>




## هنر خانگی در موزه

وسیله خانگی	تصویر	توصیف/توضیح
ظرف	 <p><b>Dish</b> Iznik, Turkey, late 16th-early 17th century Fritware, underglaze-painted Diameter: 29.2 cm The Aga Khan Museum, AKM586</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
کوزه	 <p><b>Jug</b> Iran, 12th –13th centuries Fritware, lustre-painted Height: 10.3 cm The Aga Khan Museum, AKM555</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
کاسه	 <p><b>Bowl</b> Made for an officer of Sultan al-Malik al-Nasir Muhammad b. Qalawun Egypt or Syria, first half of 14th century Brass, inlaid with silver Diameter: 18 cm The Aga Khan Museum, AKM610</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## هنر خانگی در فرهنگ من

وسیله خانگی	تصویر	توصیف/توضیح
		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

## الفن المنزلي في المتحف

التحفة المنزلية	صورة	وصف
صحن	 <p><b>Dish</b> Iznik, Turkey, late 16th-early 17th century Fritware, underglaze-painted Diameter: 29.2 cm The Aga Khan Museum, AKM586</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
البريق	 <p><b>Jug</b> Iran, 12th –13th centuries Fritware, lustre-painted Height: 10.3 cm The Aga Khan Museum, AKM555</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
وعاء مجوف (كاسة كبيرة)	 <p><b>Bowl</b> Made for an officer of Sultan al-Malik al-Nasir Muhammad b. Qalawun Egypt or Syria, first half of 14th century Brass, inlaid with silver Diameter: 18 cm The Aga Khan Museum, AKM610</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



## الفن المنزلي في المتحف

التحفة المنزلية	صورة	وصف
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## To Market To Trade

### Prior to Task

The teacher will show students a painting such as: *A Market Square* (AKM288.2). This painting shows a very busy market scene. There are many buyers, traders, clients and community members interacting with each other in this scene. The painting captures a typical day very well. For the language classroom, this painting allows much context for language and culture learning. The teacher can review as a whole group what is happening in each corner of this piece and brainstorm on key vocabulary that exists in this painting. Students can be encouraged to research further about the time and place of the picture in order to have more context to assist them in creating an appropriate dialogue of this time and place.

Discussion in lessons can focus on the importance of trade in the past and the present. Students can begin to consider how communities work together for economic social and cultural development via trade and how trade is important with global relations. An interesting suggestion for discussions on the concepts of trade can include intangible goods such as knowledge of medicine and science. The Aga Khan Museum contains many cases showcasing this trade such as pharmacy jars.

### Core Task

Students work in pairs or in small groups of three and select a portion of the painting (or another piece) to focus on. The teacher may need to consider various chunks of stories that are presented in this piece and consider avoiding duplication of these segments in the dialogues that are to be prepared. As a first step in the process, students ask themselves questions about the painting and write them down as part of their research and preparation. Once they have focused on the context of their picture and have considered the information that they may need for this portion, they then create a series of bullets of information that would be relevant to the *Buyer* and the *Seller* in their portion of the market scene. This information will help them to create a dialogue between the *buyer* and the *seller* of their market scene which is to be submitted and that will also be performed in front of their peers.

Key to this task is also to look at the relationships that exist within the painting's scene and to ensure that these relationships are felt within the dialogue. This task can be adapted to any themes or artefacts as well that demonstrate interactions between two or more people or professions. Teachers will want to promote the concept of bringing a painting's depicted interactions to life through dialogue.

## To Market To Trade

## Section 1



**A Market Square**  
Folio from the manuscript of Akhlaq-i Nasiri (Ethics of Nasir) by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–  
Opaque watercolour, ink, and gold on paper  
23.7 cm x W. 14.1 cm  
The Aga Khan Museum, AKM288.2

### Questions about this painting

## Section 2

[illegible]







## بازار و تجارت

## بخش 1

**A Market Square**

Folio from the manuscript of Akhlaq-i Nasiri (Ethics of Nasir) by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–  
Opaque watercolour, ink, and gold on paper  
23.7 cm × W. 14.1 cm  
The Aga Khan Museum, AKM288.2

سوالات در باره این نقاشی

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## بخش 2

اطلاعات برای فروشنده	برای خریدار
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.....	.....
.....	.....
.....	.....
.....	.....
.....	.....





## إلى السوق للتجارة

## القسم الاول

**A Market Square**

Folio from the manuscript of Akhlaq-i Nasiri (Ethics of Nasir) by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590—  
Opaque watercolour, ink, and gold on paper  
23.7 cm × W. 14.1 cm  
The Aga Khan Museum, AKM288.2

أسئلة حول هذه اللوحة

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## القسم الثاني

معلومات للمشتري	معلومات للبائع
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.....	.....



## Comfort at Home

### Prior to Task

Teachers discuss with students about their current ways to relax. Discussion can include the kinds of activities that bring relaxation at home or in other places. Students will talk about what makes a good space to unwind, to “chill” and what is necessary for this space to be useful to them for their relaxation opportunities. The figure AKM 960 is a wonderful and elaborate fountain that was designed as an effective social gathering space that also allowed for the collection of water. In addition to being a beautiful structure in a courtyard, it was a clever method of cooling in a regularly hot region. This is just one example from the Aga Khan Museum that can be shown as a point of discussion on the idea of a space of tranquility. Students and teacher can discuss the design elements of this space - both artistic and architectural. It would be useful to understand how the fountain’s space is effective for serving a community and for providing it with comfort. This discussion will be a bridge into discussing what students would consider when designing their own “chill space”.

### Core Task

Students work in pairs or in small groups and consider an ideal “chill space” for a community today. Students discuss what kind of space they would design and develop a list of key vocabulary that will be incorporated into their vision. Together they design the poster of their new “chill space” inspired by the feelings that they had from looking at the fountain space (and other spaces) depicted at the Aga Khan Museum. If the fountain of this example is displayed at the Aga Khan Museum it may not reflect its original intended feel but some online research should help to uncover depictions of the internal courtyards of homes and communities of the region and time. The poster will need to include pictures or illustrations along with labels and rationale for what is being included in this relaxation space. Students will give an oral presentation while showing their poster about this “chill space” but will also pre-teach the key vocabulary of their space to their peers so that comprehension is enabled. Students will be able to ask each other questions about their designs.

Teachers may expand on this activity by having students create a collage of artefacts (pictures online) from the Aga Khan Museum that can create on an entire shared community area or other space.



**Fountain**

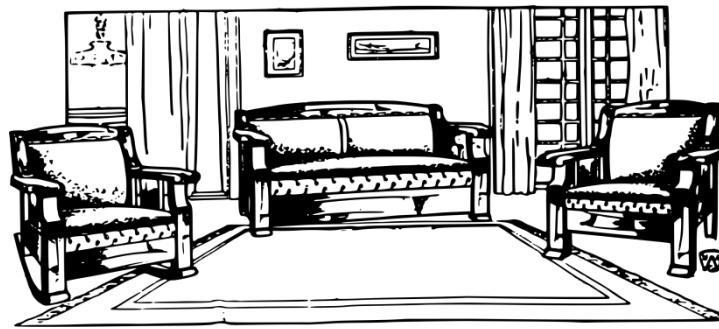
Syria, 16th century and later  
Marble and sandstone mosaic  
430 cm × 430 cm  
The Aga Khan Museum, AKM960

## Comfort at Home

1. Brainstorm on what to include in a “chill space”:

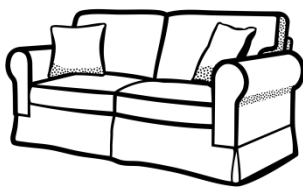
2. List key vocabulary:

3. Design the layout of your relaxation place. *This is a sample:*



4. Prepare your poster. The poster will include pictures, drawings, labels and explanations of why items are meant to help relaxation.

### Label Sample



#### *A Sofa*

*We are including a soft, comfortable blue sofa. We picked blue because this colour... We also feel a sofa is important because...*

.....

.....

.....

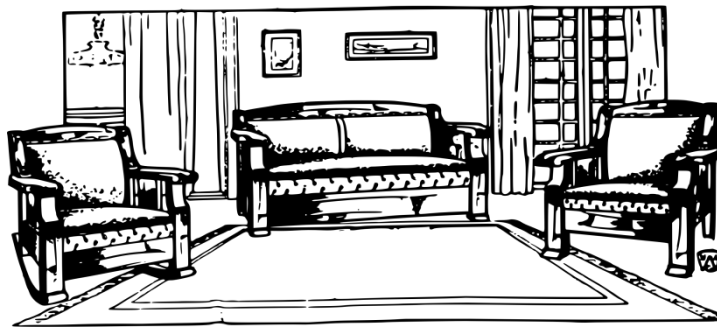
.....

## Confort à Domicile

1. Réfléchissez à quoi inclure dans un endroit relaxant:

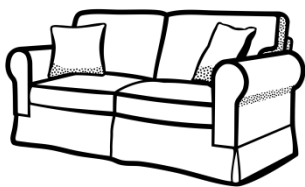
2. Identifiez les mots de vocabulaire principaux:

3. Concevez la disposition de votre espace de relaxation. *Voici un exemple:*



4. Préparez votre affiche. L'affiche doit inclure des images, dessins, légendes et explique pourquoi ces objets aident à se détendre.

### Exemple d'explication



#### *Un Fauteuil*

*Nous choisissons un fauteuil confortable bleu. Nous avons choisi la couleur bleu parce-que... Nous pensons qu'un fauteuil est important...*

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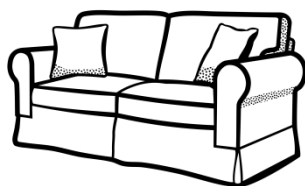
## استراحت در خانه

1.	در مورد "فضای آرامش بخش" شامل چه بخش هایی است توضیح دهید.:
2.	واژه های مهم را لیست کنید:
3.	یک طرح از مکان استراحت خود طراحی کنید. این یک نمونه است
4.	یک پوستر تهیه کنید. پوستر باید شامل تصاویر، نقاشی ها، برچسب ها و توضیحاتی باشد که بیان کند چرا این وسایل در آرامش بخشیدن به شما کمک میکند.



## بر چسب نمونه

## مبل



ما یک مبل آبی راحت داریم. ما آبی انتخاب کردیم چون این رنگ .... ما همچنین احساس میکنیم که مبل مهم است چون...

.....

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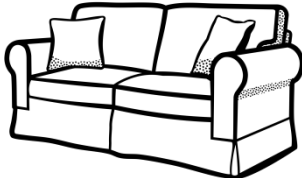
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## الراحة في المنزل

1.	أُتبادل الأفكار حول ما يجب إدراجه في "مكان بارد"
2.	قائمة المفردات الرئيسية:
3.	أصمم رسم مكان الاسترخاء الخاص بي. هذه عينة:
	
4.	أجهز الملصق الكبير الخاص بي. وسيتضمن الملصق صور ورسومات وملصقات صغيرة وتفسيرات حول الأسباب التي تؤدي إلى المساعدة في الاسترخاء.

## تسمية العينة

<p>أريكة (كنبة)</p> <p>نحن نقدم أريكة. هذه الأريكة مريحة وزرقاء. اخترنا اللون الأزرق لأن هذا اللون ... ونحن نشعر أيضا أن الأريكة مهمة لأن ....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
	

## Dressed for Success

### Prior to Task

Students discuss pictures of various outfits that the teacher has collected and presented that reflect clothing today. Students not only identify the clothing that they know (or that they need to learn) but also talk about context and places for such attire. The teacher can scaffold an activity where they write out a description of how people are dressed and then indicate what their way of dress represents - what kind of context, setting, circumstance can be assumed from the way of dress. As a level 1 task, teachers should be prepared to provide more support for any discussions that go beyond the naming of clothing. Students can bring personal connection into discussion by talking about the various contexts of dressing that they encounter in their lives: school, family, community, leisure, activities etc.

### Core Task

Having raised an awareness on dressing for various contexts, teachers can now bring this discussion into talk about clothing-related artefacts at the Aga Khan Museum. As textiles are very fragile, the Aga Khan Museum rotates regularly to protect them from prolonged exposure to light. Teachers should consult online or in person at the museum to choose selections for this activity.


Pieces from the Aga Khan Museum to possibly display at this point could be: AKM12 (*Three Court Officials*) and either AKM676 (robe), AKM677 (robe), AKM816 (robe) or other similar pieces. The teacher would take the opportunity to use the clothing that is seen and give any historical and cultural context of the clothing being displayed.


The idea behind this task is to have learners be aware of the wonderful clothing that is in the Aga Khan Museum and to appreciate the beauty and its significance regardless of the beginner level of language in this activity.

A handout will be provided to students to write out descriptions of the clothing in one column while writing about context for the clothing in the other column. The context column can allow students to refer to any cultural connections that the clothing may suggest. As a final piece, the students will be encouraged to discover two additional pieces from the Aga Khan Museum that demonstrate a type of clothing and to use the worksheet provided to describe and analyze possible context. This work can be done individually or in groups. Students will be encouraged to share their new discoveries with the class or through conferencing with the teacher depending on the language demands at this level.



## Dressed for Success

Article of Clothing	Description Describe the sample of clothing from the museum.	Context Describe the context for this kind of clothing for each piece.
 <p>Folio from a manuscript of <i>Kitab Sulwan al-Muta' fi 'Udwan al-Atba'</i> (The Comfort of Rulers Confronted with the Hostility of their Followers), by Ibn Zafar al-Siqilli (d. 1165) Syria, 1340-50 Opaque watercolour and gold on paper 24.5 × 17.2 cm The Aga Khan Museum, AKM12</p>		When would these pieces be worn?
		What does the clothing mean?
		What cultural information is important to know here?

Article of Clothing	Description Describe the sample of clothing from the museum.	Context Describe the context for this kind of clothing for each piece.
 <p><b>Robe</b> Iran or Central Asia, 11th–12th centuries Silk, woven. Length (collar to hem): 128 cm The Aga Khan Museum, AKM676</p>		When would these pieces be worn?
		What does the clothing mean?
		What cultural information is important to know here?


## Dressed for Success


Pick two other pieces from the museum and do the same: description of clothing and description of context.

Article of Clothing	Description Describe the sample of clothing from the museum.	Context Describe the context for this kind of clothing for each piece.
		When would these pieces be worn?
		What does the clothing mean?
		What cultural information is important to know here?

Article of Clothing	Description Describe the sample of clothing from the museum.	Context Describe the context for this kind of clothing for each piece.
		When would these pieces be worn?
		What does the clothing mean?
		What cultural information is important to know here?

## S'habiller pour réussir

Vêtements	Description Décrivez le vêtement provenant du musée.	Contexte Décrivez le contexte pour ce genre de vêtements, pour chacun des vêtements?
 <p>Folio from a manuscript of <i>Kitab Sulwan al-Muta' fi 'Udwan al-Atba'</i> (The Comfort of Rulers Confronted with the Hostility of their Followers), by Ibn Zafar al-Siqilli (d. 1165) Syria, 1340-50 Opaque watercolour and gold on paper 24.5 × 17.2 cm The Aga Khan Museum, AKM12</p>		Quand portons-nous ces vêtements?
		Que symbolisent ces vêtements?
		Quelle information culturelle importante est à apprendre ici?

Vêtements	Description Décrivez le vêtement provenant du musée.	Décrivez le contexte pour ce genre de vêtements, pour chacun des vêtements?
 <p><b>Robe</b> Iran or Central Asia, 11th–12th centuries Silk, woven. Length (collar to hem): 128 cm The Aga Khan Museum, AKM676</p>		Quand portons-nous de vêtements?
		Que symbolisent ces vêtements?
		Quelle information culturelle importante est à apprendre ici?

## S'habiller pour réussir

Choisir deux vêtements du Musée et faire la même chose: description des vêtements et du contexte.

Vêtements	Description Décrivez le vêtement provenant du musée.	Décrivez le <b>contexte</b> pour ce genre de vêtements?
		Quand portons-nous ces vêtements?
		Que symbolisent ces vêtements?
		Quelle information culturelle est importante à retenir.

Vêtements	Description Décrivez l'exemple de vêtements provenant du musée.	Décrivez le <b>contexte</b> pour ce genre de vêtements?
		Quand portons-nous ces vêtements?
		Que symbolisent ces vêtements?
		Quelle information culturelle est importante à retenir.

## لباس پوشیدن برای موفقیت

لباس مورد نظر	یک نمونه لباس از موزه را توضیح دهید	بافت زمینه هر کدام از لباس های هر قسمت را توضیح دهید
 <p>Folio from a manuscript of <i>Kitab Sulwan al-Muta' fi 'Udwan al-Atba'</i> (The Comfort of Rulers Confronted with the Hostility of their Followers), by Ibn Zafar al-Siqilli (d. 1165) Syria, 1340-50 Opaque watercolour and gold on paper 24.5 × 17.2 cm The Aga Khan Museum, AKM12</p>		این لباس کی پوشیده میشد؟
		منظور از لباس چیست؟
		چه اطلاعات فرهنگی مهمی در اینجا باید بدانیم؟

لباس مورد نظر	یک نمونه لباس از موزه را توضیح دهید	بافت زمینه هر کدام از لباس های هر قسمت را توضیح دهید
 <p><b>Robe</b> Iran or Central Asia, 11th–12th centuries Silk, woven. Length (collar to hem): 128 cm The Aga Khan Museum, AKM676</p>		این لباس کی پوشیده میشد؟
		منظور از لباس چیست؟
		چه اطلاعات فرهنگی مهمی در اینجا باید بدانیم؟


### لباس پوشیدن برای موفقیت

دو تکه لباس دیگر از موزه انتخاب کنید و همین اطلاعات را در موردش بدهید. توصیف لباس و توصیف بافتش.

لباس مورد نظر	یک نمونه لباس از موزه را توضیح دهید	بافت زمینه هر کدام از لباس های هر قسمت را توضیح دهید
		این لباس کی پوشیده میشد؟
		منظور از این لباس چیست؟
		چه اطلاعات فرهنگی مهمی در اینجا باید بدانیم؟

لباس مورد نظر	یک نمونه لباس از موزه را توضیح دهید	بافت زمینه هر کدام از لباس های هر قسمت را توضیح دهید
		این لباس کی پوشیده میشد؟
		منظور از این لباس چیست؟
		چه اطلاعات فرهنگی مهمی در اینجا باید بدانیم؟

## لباس للنجاح

سلعة من الملابس	الوصف وصف عينة من الملابس من المتحف.	السياق (الحالة) وصف السياق لهذا النوع من الملابس لكل قطعة.
 <p>Folio from a manuscript of Kitab Sulwan al-Muta' fi 'Udwan al-Atba' (The Comfort of Rulers Confronted with the Hostility of their Followers), by Ibn Zafar al-Siqilli (d. 1165) Syria, 1340-50 Opaque watercolour and gold on paper 24.5 × 17.2 cm The Aga Khan Museum, AKM12</p>		متى تُردى (تلبس) هذه القطع؟
		ماذا تعني هذه الملابس؟
		ما هي المعلومات الثقافية المهمة التي يجب أن تُعرف هنا؟

سلعة من الملابس	الوصف وصف عينة من الملابس من المتحف.	السياق (الحالة) وصف السياق لهذا النوع من الملابس لكل قطعة.
 <p><b>Robe</b> Iran or Central Asia, 11th–12th centuries Silk, woven. Length (collar to hem): 128 cm The Aga Khan Museum, AKM676</p>		متى تُردى (تلبس) هذه القطع؟
		ماذا تعني هذه الملابس؟
		ما هي المعلومات الثقافية المهمة التي يجب أن تُعرف هنا؟



## لباس للنجاح

أختار قطعتين أخريتين من المتحف وأفعل الشيء نفسه: وصف للملابس ووصف السياق.

سلعة من الملابس	الوصف وصف عينة من الملابس من المتحف.	السياق (الحالة) وصف السياق لهذا النوع من الملابس لكل قطعة.
		متى تلبس هذه القطع؟
		ماذا تعني هذه الملابس؟
		ما هي المعلومات الثقافية المهمة التي يجب أن تُعرف هنا؟

سلعة من الملابس	الوصف وصف عينة من الملابس من المتحف.	السياق (الحالة) وصف السياق لهذا النوع من الملابس لكل قطعة.
		متى تلبس هذه القطع؟
		ماذا تعني هذه الملابس؟
		ما هي المعلومات الثقافية المهمة التي يجب أن تُعرف هنا؟



## Animal World

### Prior to Task

Teachers initiate discussions about animals: domestic and wild. Students are encouraged to talk about their encounters and connections with animals in their lives: pets, those they have seen in zoos or in different countries etc. Discussion can lead to the roles of animals in our lives both past and present, the rights that animals have today that they may not have had in the past, changes in ethical treatments of animals that have happened over time and other relevant points of discussions.

Key to this activity is for learners to be observant and reflective of how animals are portrayed within the pieces of the Aga Khan Museum and to use these images for richer discussions.

### Core Task

Students look at a piece from the Aga Khan Museum, such as the suggested AKM121 *Jahangir Hunting Lions*. This painting has a rich mosaic of animals throughout it other than the lions themselves. The teacher would bring attention to various components of the piece but emphasize the animals and their actions within the painting. Using a worksheet that is provided to students, the teacher would model the completion of a chart by indicating the animal in focus, a description of what is happening with (or to) the animal and a summary of what the animal's purpose is within the painting. The teacher can continue to do this activity with two other animals involving the students or choose to have the students do the written work for all three animals on their own within the graphic organizer provided. Later, students will be expected to research another piece from the Aga Khan Museum that illustrates an animal and fill in yet another row of their chart with their selection. This work can be done individually with the teacher carefully ensuring that students do not duplicate an art piece. However, depending on language abilities and the size of the class, the teacher may wish to expand the amount of entries by assigning artwork to small groups rather than individuals and incorporate a jigsaw approach where expert groups become confident in their awareness of animals within chosen pieces of work before sharing their findings with other groups. Collection of all entries can be summarized in either large chart paper form in class or within a merged shared document that incorporates all class findings. It would be a useful oral discussion for the teacher to ask students to summarize their analysis of the role of animals in the artwork observed and then to bridge this awareness to how we view the animal world of today. A written summary of views from all the findings would also be a useful piece for assessing ongoing learning.

It should be noted again that the selection chosen for this activity is an example. Many artifacts include depictions of animals but their availability at the museum will be on a rotation basis to protect the work from the damage of too much light.

## Animal World



**Jahangir Hunting Lions from an Elephant**  
Attributed to Farrukh Kurd Chela  
India, ca. 1610  
Opaque watercolour and gold on paper  
28.6 × 21.7 cm  
The Aga Khan Museum, AKM121

Animals	What is happening?	What is the animal's purpose?

**Animal World**

Chosen Art Pieces	Animals	What is happening?	What is the animal's purpose?

## Monde Animal



**Jahangir Hunting Lions from an Elephant**  
Attributed to Farrukh Kurd Chela  
India, ca. 1610  
Opaque watercolour and gold on paper  
28.6 × 21.7 cm  
The Aga Khan Museum, AKM121

Animaux	Que se passe-t-il?	A quoi sert cet animal?

**Monde Animal**

Choix d'objects d'art	Animaux	Que se passe-t-il?	A quoi sert cet animal?

## دنیای حیوانات



**Jahangir Hunting Lions from an Elephant**  
 Attributed to Farrukh Kurd Chela  
 India, ca. 1610  
 Opaque watercolour and gold on paper  
 28.6 × 21.7 cm  
 The Aga Khan Museum, AKM121

حیوانات	چه اتفاقی در حال وقوع است؟	هدف حیوان چیست؟

## دنیای حیوانات

نقاشی های انتخاب شده	حیوانات	چه اتفاقی در حال وقوع است؟	هدف حیوان چیست؟

## عالم الحيوان



**Jahangir Hunting Lions from an Elephant**  
 Attributed to Farrukh Kurd Chela  
 India, ca. 1610  
 Opaque watercolour and gold on paper  
 28.6 × 21.7 cm  
 The Aga Khan Museum, AKM121

حيوانات	ماذا يحدث؟	ما هو الهدف (من وجود الحيوان)؟



## عالم الحيوان

ما هو الهدف (من وجود الحيوان)؟	ماذا يحدث؟	حيوانات	قطع فنية مختارة

## Heroes

### Prior to Task

Looking at the painting *The Art of Chivalry* (AKM288.7), the class can engage in a conversation as to the concept of chivalry and its application to life in the period of the picture. Students can review words that are associated with the concept of chivalry leading into a discussion on heroism. While students attempt to link the actions within the painting to the concept of chivalry, the teacher can remind them to consider the characteristics of heroism and reflect on what we consider to be in common between these terms: chivalry and heroism.

At this level, students will be able to investigate higher level vocabulary to support this activity. The discussions that are suggested can be modified and adjusted to the content of other artwork but with the focus on people fulfilling type of positive or negative role.

All manuscripts at the Aga Khan Museum rotate regularly to conserve them from the damage caused by light, therefore it is important to check on current availabilities at the museum or online. Many pieces can contribute to the theme of heroes.

### Core Task

Teacher and students discuss the characteristics of chivalry as evident within the painting. A thematic web chart will allow learners to review key vocabulary that summarizes the characteristics of chivalry. After discussing how the characteristics can be evidenced within the painting, the teacher will then ask students to consider a modern day “hero” that exhibits the same characteristics previously defined. Students will research for information on their choice of hero/ine and gather any content for the preparation of a short biography on this person. The biography will be written in the form of a newspaper article and will be reporting on a specific event in the time of the chosen hero. The article will give evidence about the heroic abilities of the chosen person and clearly state how the events of one person impacts greatly on the world in general. Newspaper articles will be collected and can also be used as a springboard activity for the development of other tasks focused on biographies (poster presentations, video clips, booklets, etc.)

This activity can certainly make use of any artefacts from the Aga Khan Museum that depict a person that has a role that can be defined in some way. Students can certainly build their own rationale as to why the painting’s character can be considered a hero or not regardless of what is assumed from the paintings surface.

## Heroes

### Bravery

### Victory

### Military skill



#### The Art of Chivalry

Folio from the manuscript of Akhlāq-i Nasirī  
(Ethics of Nasir)  
by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–95  
Opaque watercolour, ink, and gold on paper  
23.9 × 14.2 cm  
The Aga Khan Museum, AKM288.7

## Heroes

<p><b>Picture</b></p>	<p><b>Heading</b></p>
<p><b>Text</b></p>	

**Héros****Bravoure****Victoire****Compétence  
Militaires****The Art of Chivalry**

Folio from the manuscript of Akhlāq-i Nasirī  
(Ethics of Nasir)  
by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–95  
Opaque watercolour, ink, and gold on paper  
23.9 × 14.2 cm  
The Aga Khan Museum, AKM288.7

**Héros**

<b>Image</b>	<b>Titre</b>
<b>Texte</b>	

قهرمانان

شجاعت

پیروزی

مهارت نظامی



**The Art of Chivalry**  
Folio from the manuscript of Akhlāq-i Nasirī  
(Ethics of Nasir)  
by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–95  
Opaque watercolour, ink, and gold on paper  
23.9 × 14.2 cm  
The Aga Khan Museum, AKM288.7

## قهرمانان

تصویر	عنوان
متن	



أبطال

شجاعة

انتصار

مهارات عسكرية

**The Art of Chivalry**

Folio from the manuscript of Akhlāq-i Nasirī  
(Ethics of Nasir)  
by Nasir al-Din Tusi (d. 1274)  
Lahore, Pakistan, 1590–95  
Opaque watercolour, ink, and gold on paper  
23.9 × 14.2 cm  
The Aga Khan Museum, AKM288.7

## أبطال

صورة	عنوان
نص	

## Discovering the Aga Khan Museum (Level 1 Group)

This strand offers generic activities for a visit to the Aga Khan Museum - all three activities are generic allowing students to discover the Aga Khan Museum either in person or online. As generic activities for the museum experience, these tasks do not make any reference to specific pieces of art but enable learners to discover the museum through open-ended activity options. The three activities within this strand represent three levels of language learning and would work well as tiered tasks in multilevel classrooms.

### Prior to Task

Teachers introduce an in-person or online museum visit. Students are guided through what is available in a museum and how to read and understand tags of art pieces that will appear at a museum. When visiting in person, a floor plan or brochure that give directions to the museum's contents will assist learners to discover the collection of the Aga Khan Museum. If students are to discover the museum through online access, teachers can guide them in their use of the website to find the artwork that will be used to complete the task.

### Core Task

Students will explore the Aga Khan Museum by finding artwork or artefacts that represent four categories: *Home and Family*, *Community*, *Nature* and *Hobbies/Interests*. They are to find at least two pieces that represent each of these four themes (categories) and then use the graphic organizer to record their information on the art. The columns of the organizer ask students to record the year, the region of the world that it was created, the name of the art and a brief description. The description should also indicate how the artwork fits into the category that it was assigned. Teachers will ask students to summarize this information orally; this work can be shared with other levels to assist in the tasks assigned for other groups. It would be interesting for students to research and reconsider their assumptions about the items and whether they were actually intended for the theme they have chosen or not.

## Discovering the Aga Khan Museum (Level 1 Group)

### Home and Family

Name of the Artwork/Artefact	Year	Place	Description

### Community

Name of the Artwork/Artefact	Year	Place	Description

### Nature

Name of the Artwork/Artefact	Year	Place	Description

### Hobbies/Interests

Name of the Artwork/Artefact	Year	Place	Description

## Découvrez le Musée Aga Khan (Level 1 Group)

### Domicile et Famille

Nom de l'objet d'art / artéfact	Année	Emplacement	Description

### Communauté

Nom de l'objet d'art / artéfact	Année	Emplacement	Description

### Nature

Nom de l'objet d'art / Artéfact	Année	Emplacement	Description

### Loisirs / Intérêts

Nom de l'objet d'art / artéfact	Année	Emplacement	Description

## یافته ها موزه آقاخان (گروه سطح 1)

## خانه و خانواده

نام اثر هنری	سال	مکان	توضیحات

## جامعه

نام اثر هنری	سال	مکان	توضیحات

## طبیعت

نام اثر هنری	سال	مکان	توضیحات

## سرگرمی/علاقه

نام اثر هنری	سال	مکان	توضیحات

## اكتشاف متحف آغا خان (مجموعة المستوى 1)

## البيت والعائلة

الوصف	المكان	السنة	اسم العمل الفني / القطع الأثرية

## المجتمع

الوصف	المكان	السنة	اسم العمل الفني / القطع الأثرية

## الطبيعة

الوصف	المكان	السنة	اسم العمل الفني / القطع الأثرية

## هوايات / اهتمامات

الوصف	المكان	السنة	اسم العمل الفني / القطع الأثرية

## Discovering the Aga Khan Museum (Level 2 Group)

This strand offers generic activities for a visit to the Aga Khan Museum - all three activities are generic, allowing students to discover the Aga Khan Museum either in person or online. As generic activities for the museum experience, these tasks do not make any reference to specific pieces of art but enable learners to discover the museum through open-ended activity options. The three activities within this strand represent three levels of language learning and would work well as tiered tasks in multilevel classrooms.

### Prior to Task

Teachers introduce an in-person or online museum visit. Students are guided through what is available in a museum and how to read and understand tags of art pieces that will appear at a museum. When visiting in person, a floor plan or brochure that give directions to the museum's contents will assist learners to discover the collection of the Aga Khan Museum. If students are to discover the museum through online access, teachers can guide them in their use of the website to find the artwork that will be used to complete the task.

### Core Task

Students working at the level of this task (level 2) will focus their discoveries of the Aga Khan Museum by regions. Working with other students and/or other level groupings, they will assemble a list of four artwork pieces, artifacts or images/depictions that share the same region of the world. The idea is for students to write a descriptive piece (story) that will describe life in this part of the world, reflecting the past. In order to capture the characteristics of this time and place, students will be expected to include the four themes of this activity in their writing: *Home and Family*, *Nature*, *Community* and *Hobbies/Interests*. These four themes need to be indicated within their writing. Students will source their work by listing the four pieces of art that influenced their writing. This work can be informed by working with students at level 1 (obtaining information on art pieces) and can provide insight into students working at level 3 (such as contrasting and comparing past and present). Teachers may need to broaden the use of this activity to include a set of regions as well as to allow any kind of piece or parts of pieces. It is also important to review assumptions that may be present about the selections, as the original intent or purpose for an artifact may not have been what to today's perception is.



## Discovering the Aga Khan Museum (Level 2 Group)

### A Day in ..... (region)

Working with other students, find four pieces of art from the museum that represent one region of the world and that reflect four themes.

Sources: .....  
*Write the names of the art pieces you used for this activity.*

Theme	Year	Region	Description
Home and Family			
Community			
Nature			
Hobbies/Interests			

Write a story about a day in the life of *one region* in the world. Include information on the four themes indicated above.

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---

## Découvrez le Musée Aga Khan (Level 2 Group)

### Une Journée dans ..... (région)

En travaillant avec d'autres élèves, retrouvez quatre pièces d'art du musée qui représentent une région dans le monde et qui reflètent quatre thèmes.

Sources: .....  
*Écrivez le nom des pièces d'art utilisées dans cette activité.*

Thèmes	Année	Région	Description
Famille et Domicile			
Communauté			
Nature			
Loisirs/Intérêts			

Écrivez une histoire à propos d'une journée quotidienne dans la vie d'une région dans le monde. Inclure de l'information sur les quatre thèmes ci-dessus.

یافته ها از موزه آقا خان (گروه سطح 2)

یک روز در ..... (منطقه)

همراه با دانش آموزان دیگر، چهار تکه از آثار موزه را که بیانگر یکی از ناحیه های جهان میباشد را انتخاب و روی آن کار کنید.  
منابع.....  
وسایل هنری را که برای این فعالیت استفاده کرده اید را نام ببرید.

موضوع	سال	ناحیه	توضیحات
خانه و خانواده			
اجتماع			
طبیعت			
سرگرمی و علایق			

یک داستان در باره یک روز زندگی در یکی از ناحیه های جهان بنویسید. این داستان شامل اطلاعات موضوعات بالا باشد.

## اكتشاف متحف آغا خان (مجموعة المستوى 2)

يوم في ..... (المنطقة)

العمل مع طلاب آخرين، والعثور على أربع قطع فنية من المتحف الذي يمثل منطقة واحدة من العالم والتي تعكس أربعة مواضيع (أفكار رئيسية)

المصادر: .....  
أكتب أسماء القطع الفنية التي استخدمتها لهذا النشاط.

الموضوع	السنة	المنطقة	الوصف
البيت والعائلة			
المجتمع			
الطبيعة			
هوايات   اهتمامات			

أكتب قصة عن يوم أحييته (عشته) في منطقة ما في هذا العالم. أجمع معلومات عن المواضيع الأربعة المشار إليها أعلاه.

## Discovering the Aga Khan Museum (Level 3 Group)

This strand offers generic activities for a visit to the Aga Khan Museum - all three activities are generic allowing students to discover the Aga Khan Museum either in person or online. As generic activities for the museum experience, these tasks do not make any reference to specific pieces of art but enable learners to discover the museum through open-ended activity options. The three activities within this strand represent three levels of language learning and would work well as tiered tasks in multilevel classrooms.

### Prior to Task

Teachers introduce an in-person or online museum visit. Students are guided through what is available in a museum and how to read and understand tags of art pieces that will appear at a museum. When visiting in person, a floor plan or brochure that give directions to the museum's contents will assist learners to discover the collection of the Aga Khan Museum. If students are to discover the museum through online access, teachers can guide them in their use of the website to find the artwork that will be used to complete the task.

### Core Task

Students of this level 3 task will focus on one of the four chosen themes of this strand: *Home and Family*, *Nature*, *Community*, *Hobbies/Interests*. Students will, individually or in groups, select four pieces from the Aga Khan Museum that reflect their theme study, understanding that objects may not necessarily have associated originally with their themes. Teachers should take the opportunity to review what is available at the museum or online before starting this task.

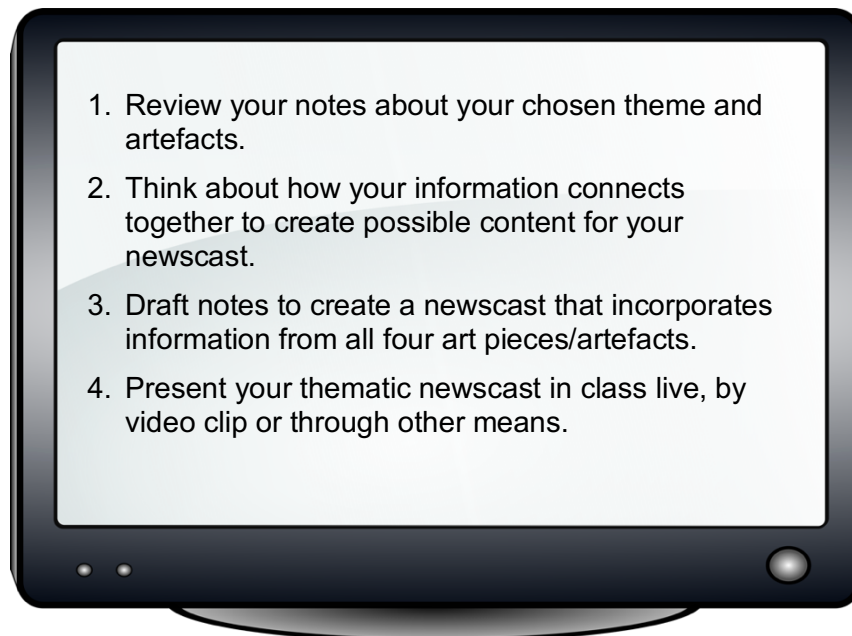
Using the worksheet provided, students will catalogue the four pieces that influence their study of their theme and provide a description of each art piece. This will include details of the piece and what these details indicate about the theme under study. It is possible for students to work cooperatively with students of other levels of language ability by cooperating on the collection of data (for example with level 1 learners) and the processing of descriptions of the artwork (for example with level 2 learners). For level 3 work, students will gather and process their notes to prepare an oral presentation that is in the form of a newscast. The newscast will allow them to connect the information that they have collected and to organize this information in a way that shows clarity and that is informative to listeners. Students are to incorporate all four artefacts or pieces of art into their presentation. This presentation can be done in oral form in class or at the museum, be live or in video. Students will be encouraged to discuss as a whole group the four themes that were worked on within the class.

## Discovering the Aga Khan Museum (Level 3 Group)

Our Theme: .....

Name of the Artwork/Artefact	Year	Place	How is this theme represented in this artwork? Consider what you see and what it means to you.

### Newscast

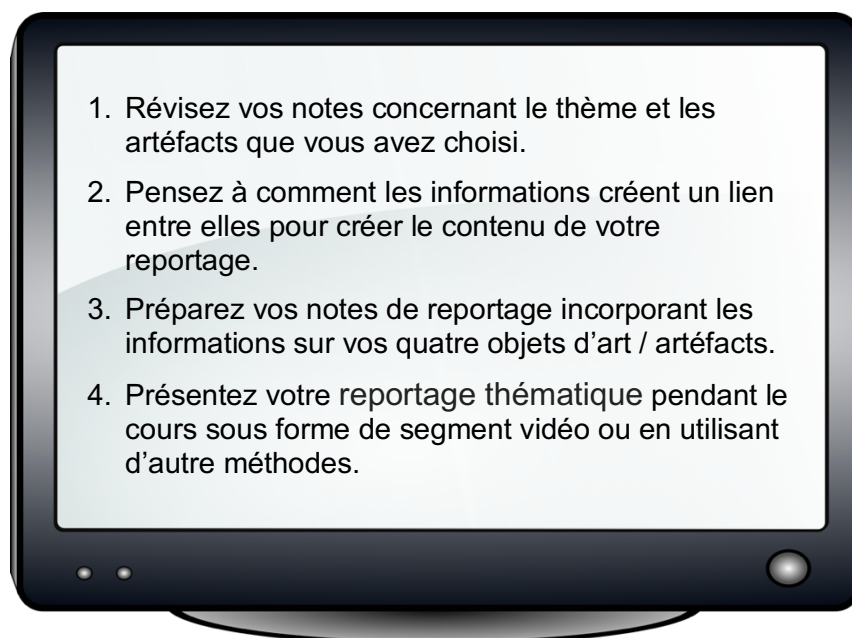


## Découvrez le Musée Aga Khan (Level 3 Group)

Notre Thème: .....

Nom de l'objet d'art / artéfact	Année	Endroit	Comment le thème est-il représenté dans cet objet d'art. Considérez ce que vous voyez et quelle signification cela représente pour vous.

### Reportage

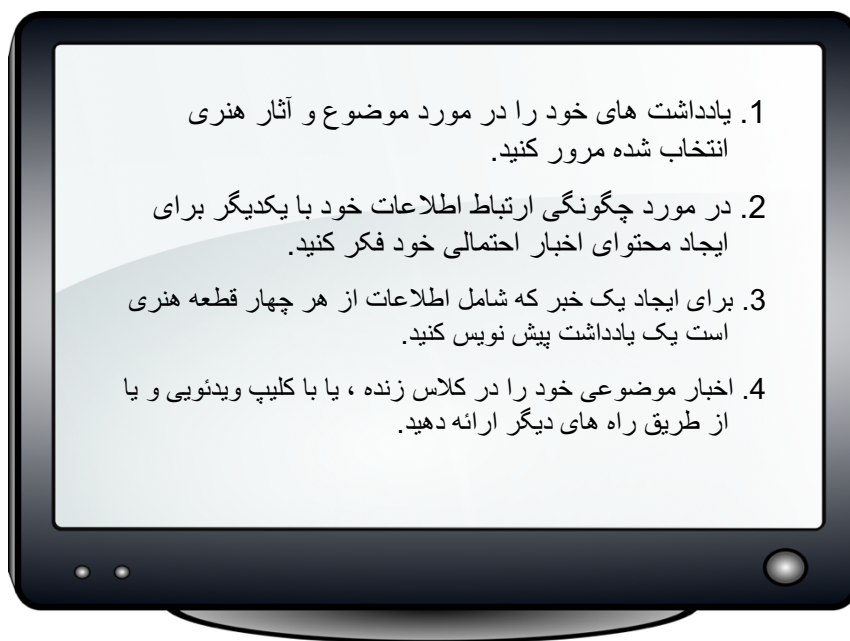


یافته ها از موزه آقا خان (گروه سطح 3)

موضوع ما: .....

نام اثر	سال	مکان	این موضوع چگونه در اثر هنری نمایانگر است؟ چه میبینید و این برای شما چه معنایی دارد؟

### اخبار



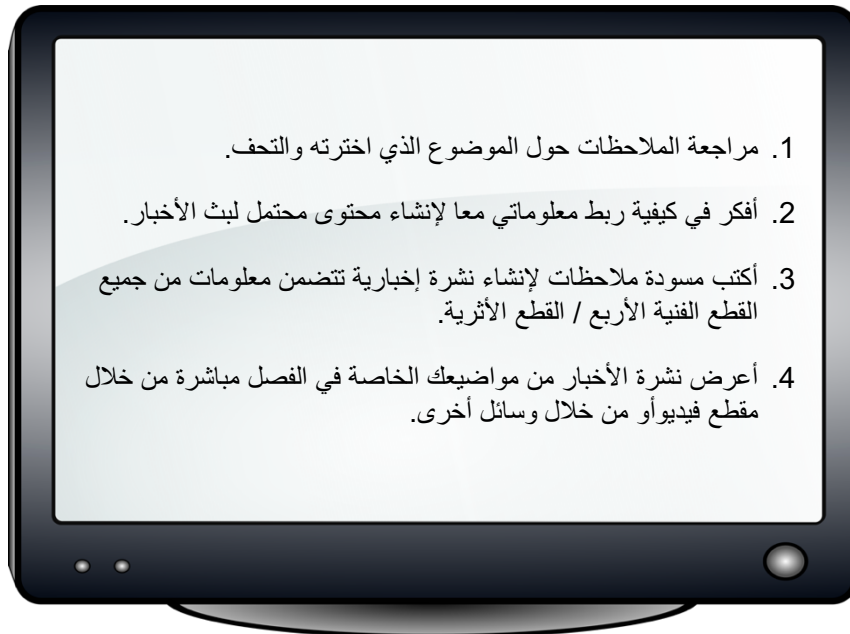


## اكتشاف متحف آغا خان (مجموعة المستوى 3)

موضوعنا عن : .....

كيف يُمثل هذا الموضوع في هذا العمل الفني؟ فكر في ما تراه وما يعنيه لك.	المكان	السنة	اسم العمل الفني / القطع الأثرية

### نشرة الاخبار



## NOTES:





**International Languages Educators' Association**  
[www.ilea.ca](http://www.ilea.ca)

