

The Art of Faith

Overview

Islam is the second largest religion in the world and the fastest growing. Because faith is an integral part of people's life, it is often the subject of beautiful works of art. Material objects are often created to reflect the feelings and values of the artist. In this lesson, students will virtually visit the Metropolitan Museum of Art in New York and the British Museum in London to find the Five Pillars of the Islamic faith in works of art. Each work of art in the virtual tour will help explain different tenets or beliefs of the Islamic faith. With each work of art, students will be directed to other sources that help explain things with more depth. The goal of the lesson is to answer two questions:

1. What are the 5 Pillars of Islam?
2. How does art reflect and support religious beliefs and practice?

Grade

9

Subject

World History

Essential Standards

- WH.H.1.2 - Use historical comprehension to consider analyze visual, literary and musical sources.
- WH.H.2.5 - Analyze the development and growth of major Eastern and Western religions (e.g. Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.).

Essential Questions

- What are the 5 Pillars of Islam?
- How does art reflect and support religious beliefs and practice?

Materials

- Student Handout: The Art of Faith - Islam (attached and online at <https://goo.gl/6U7t1B>)
- Teacher Presentation - The Art of Faith - Islam (attached and online at <https://goo.gl/WNDcko>)
- Computers or laptops with internet access for each student
- Teacher computer with projection capabilities

Duration

Part 1 (Virtual Tour) = 40 minutes x 4 days

Part 2 (Expressing Yourself) = 40 minutes x 1 day for research, allow 1 week outside of class for coin bank creation

Student Preparation

This lesson should be used after students have a basic understanding of the founding and basic beliefs of the Islamic faith.

Procedure

Part 1 - Virtual Tour - The Art of Faith

Day One: Intro and Tour Stop 1

1. Using the attached slides or Google Slides presentation, [Teacher Presentation - The Art of Faith - Islam](#), review with students some basic info about the Islamic faith.
2. Slide 2: Ask students what they notice about the map. After hearing their observations, help them notice that Islam is practiced all around the world.
3. Slides 3-6: Use slides 3-6 to review with students the basic info about the Islamic faith. Define Islam and Muslim. Tell students that there are about 1.8 billion Muslims in the world. Remind them that Islam is a Abrahamic religion, and it traces its roots through the Prophet Abraham, just like Judaism and Christianity. Review the 5 Pillars of Islam with students: Shahada, Salat, Zakat, Sawm, and Hajj.
4. Facilitate a discussion about the quote on slide 7. Ask students:
 - Why do you think art is important?
 - How does art enhance our human experience?
5. Slide 8: Discuss each of the seven purposes of art from the book Art as Therapy by Alain De Botton and John Armstrong: appreciation, growth, self-understanding, re-balancing, sorrow, hope, and memory. Ask students to explain which one they find most important.
6. Slide 9: Ask students to explain what they think Edgar Degas meant by his quote on Slide 9, “Art is not what you see, but what you make others see.”
7. Slide 10: Give students the handout for The Art of Faith lesson, and make sure that they all have access to a computer or laptop. Use slide 10 to begin introducing students to the project. Explain that art often reflects faith because it is such a personal and deeply emotional part of a person’s life.
8. Slide 11: Explain that students will be virtually visiting the Metropolitan Museum of Art, the British Museum, and several other sources to find the five pillars of Islam through art.
9. Slides 12-13: Use these two slides to allow students to see the five works of art they will be using in the lesson. Avoid giving them time to discuss the art at this time. Discussion of the art will be better after students have completed the activity. Simply show these slides.
10. Direct students to complete the Day 1 Tour Stop: First Pillar - Declaration of Faith – Shahada on their handout. Have them click on the hyperlinks to find information and complete the various questions.

Days 2-4: Tour Stops 2-4

11. Slide 15-19: Each day, allow students time to discuss the previous day’s essential question while projecting the slide representing the tour stop being discussed. .
12. Then allow students time to complete the next tour stop. Day 2=Tour Stop 2, Day 3=Tour Stop 3, etc... Students should fill in their handout each day by clicking the hyperlinks to discover information about the pillars of Islam.

Part 2 - Expressing Yourself - The Art of Faith

Day 5: Expressing Yourself

1. Slide 19: Allow students time to discuss the previous day’s essential question while projecting the slide.
2. Slide 20: Introduce Part 2 of the lesson: Expressing Yourself. Tell students they will be learning about the

third pillar of Islam: Zakat (charitable giving) and researching a local charity. Then tell students they will be using recycled materials to create an original coin bank that artistically represents the charity they researched. Upon completion, the goal will be to fill up the bank with spare change and then donate the proceeds to the charity.

3. Slide 21: Allow students time to complete the Background Research and Charity Research part on their handout. You may have to do some research ahead of time to create a list of charities in your geographical area. Here is a link to [The 100 Largest U.S. Charities from Forbes Magazine](#). When students have finished their research, allow time for a class discussion about their answers:
 - Which charity did you choose to research and why?
 - What is the mission statement of the charity?
 - What services does the charity provide for the community?
 - How can people become involved with the organization?
 - Have you ever volunteered with a charity? What was your experience like?
4. Slide 22-24: Before students begin their art project, use Slides 22-23 to suggest a Google image search and to discuss the rubric for the project. Allow students to research individually for the rest of class. Allow 1 week outside of class for coin bank creation. When students turn in their coin bank, allow time for short presentations or a classroom gallery walk so that students may see each other's work.