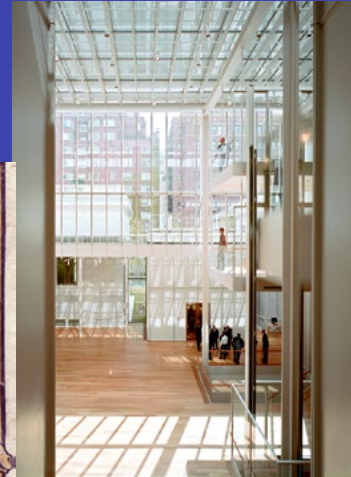


The Morgan Library & Museum

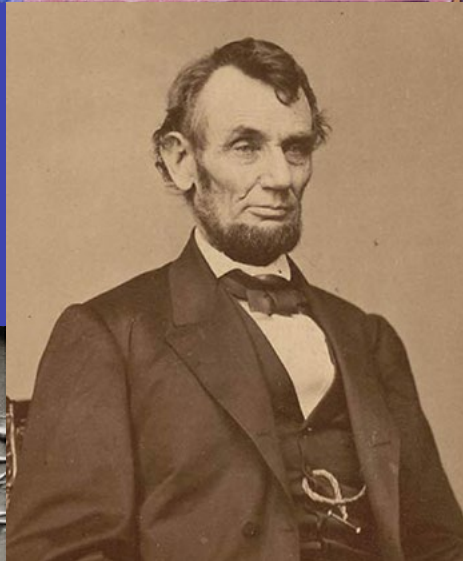
EXPLORING WITH THE MORGAN

A School Program in the Arts and Humanities

2014-2015



in the spotlight
COLORS OF THE WORLD
pp. 6-7



Mythical Creatures
Reading a Building
Off the Wall Math

spring preview
“Language Arts Through Lincoln”



The Morgan's education programs are generously supported in part by the Brooke Astor Fund for New York City Education in the New York Community Trust; Great Circle Foundation Inc.; the May and Samuel Rudin Family Foundation, Inc.; MetLife Foundation; the Milton and Sally Avery Arts Foundation; and by the following endowed funds: The Alice Tully Fund for Art and Music; the William Randolph Hearst Fund for Educational Programs; the Stavros Niarchos Foundation Fund for Education and Technology; and the Herbert and Ann Lucas Fund.



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“Kids love the Morgan for a number of reasons. They are made to feel truly at home. It is intimate in a way that other institutions in the City can never hope to be. They understand the concept of a rich man buying all this art and giving it to the public. And the programs are designed to engage them. They develop a proprietary relationship with it, and recognize that it is a very rarefied thing. And it’s theirs. What’s not to love?”

—Robert Speiser, Cultural Connections Curriculum

COVER: *The Morgan Picture Bible*, France, Paris, 1240s, Purchased by J. P. Morgan, Jr., 1916, MS M.638, fol. 6r, (detail); Mathew Brady, *Portrait of Abraham Lincoln*, February 9, 1864, The Gilder Lehrman Institute of American History; MA 8658; *Leaping Stag*, cylinder seal impression, The Morgan Library and Museum, seal no. 601, detail; Mr. Morgan’s Library, Todd Eberle © Todd Eberle 1996; Gilbert Court, Todd Eberle © Todd Eberle 2006; PAGES 2-6: Photography by Laura McGowan; PAGE 7: Barbara Wolff, *Leviathan Whom Thou Hast Formed*, from “You Renew the Face of the Earth: Psalm 104”, The Morgan Library & Museum, MS M.1190, fol. 8, Photography by Rudi Wolff; PAGE 8: Photography by Robert Speiser; PAGE 9: Photography by Graham S. Haber; PAGE 11: Photography courtesy of PS 173 Q.

EXPLORING WITH THE MORGAN

A SCHOOL PROGRAM IN THE ARTS AND HUMANITIES



Mission

Since its inception in 2006, *Exploring with the Morgan* has been anchored in teaching philosophies that define education as a way of building children's confidence as self-reliant seekers of knowledge and independent-minded creative thinkers.

Program overview

The Morgan's architectural complex and world-renowned literary and art collections have much to contribute to the study of art, history, geography, writing, and science.

Students participating in *Exploring with the Morgan* will:

- read the Morgan's architecture as if it were a book on New York City's social history,
- piece together a portrait of Mr. Morgan by looking at his magnificent library,
- step into Europe's past by reenacting skills and techniques that brought forth the Morgan's most exquisite medieval and Renaissance manuscripts,
- delve into the art of Western illumination as a means of exploring early Eurasian and African trade routes,
- connect local natural resources to trading, communicating, and writing in the ancient world from Asia to the Mediterranean

Each unit in the program can be tailored to any grade, to children with various degrees of behavioral and developmental disabilities, as well as English language learners. The program's focus on multiculturalism makes the Morgan learning experience culturally relevant to a vast number of students of diverse backgrounds.

EXPLORING WITH THE MORGAN AND THE COMMON CORE

In addition to meeting New York State Learning Standards in social studies, visual arts, language arts, and a number of scientific disciplines, the school program's four core units support the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* as well as the *Common Core State Standards for Mathematics*.

Exploring with the Morgan is informational and favors a multisensory, inquiry-based approach to learning. Typified by a combination of strong cross-disciplinary content and Morgan educators' commitment to a learner-centered teaching approach, the program satisfies the seven capacities for college readiness described on page 7 of *CCSS for English & Literacy*.

The two tables on pp. 4 and 5 of this brochure show how each core unit in *Exploring with the Morgan* meets the CCSS requirements for college readiness. The first table focuses on English and Literacy and the second table on Mathematics.

EXPLORING WITH THE MORGAN AND THE COMMON CORE

When participating in <i>Exploring</i>			
ENGLISH AND LITERACY	“build strong content knowledge”	“value evidence”	“demonstrate independence”
Colors of the World (p. 6)	<ul style="list-style-type: none"> • explore traditional art media and tools • explore the ways traditional art media and tools relate to Eurasian and African early trade routes, geography, botany, geology, and early world explorations • explore European medieval culture as it relates to book production 	<ul style="list-style-type: none"> • use observation skills in citing primary sources as evidence to support theory or ideas about early books, art material, and processes • cite evidences found in printed or digital media to support arguments during gallery discussions 	<ul style="list-style-type: none"> • consult printed and digital media to answer their own questions or support arguments during gallery discussions
Mythical Creatures (p. 8)	<ul style="list-style-type: none"> • explore history, myths, and the origins of writing in Mesopotamia 	<ul style="list-style-type: none"> • use observation skills in citing primary sources as evidence to support theory or ideas on causes and consequences of the genesis of writing 	<ul style="list-style-type: none"> • explore the concepts of symbol and allegory and apply them in an art project
Reading a Building (p. 8)	<ul style="list-style-type: none"> • explore aspects of New York City and American history • explore architecture through its parts and materials 	<ul style="list-style-type: none"> • use observation and analysis of historic spaces and collections to infer elements of Mr. Morgan’s life and interests 	<ul style="list-style-type: none"> • construct meaning and narrative based on observation of architecture and design
Off the Wall Math (p. 9)	<ul style="list-style-type: none"> • explore elements of ancient and modern architecture • explore architecture through its parts and materials 	<ul style="list-style-type: none"> • use observation and analysis of architectural elements and design to support or infer mathematical principles 	<ul style="list-style-type: none"> • exercise insight to relate geometric forms and mathematic principles to architectural elements

MATHEMATICS	<i>Operation and Algebraic Thinking</i>	<i>Number and Operations</i>	<i>Measurement and Data</i>
When participating in <i>Exploring</i>			
Off the Wall Math (p. 9)	<ul style="list-style-type: none"> • understand that geometrical measurements are interpreted as equations; solve such equations with unknown quantity 	<ul style="list-style-type: none"> • use small scale diagrams of the building on graph paper to calculate perimeters and surfaces 	<ul style="list-style-type: none"> • apply area and perimeter, and volume formulas for rectangles to measure building’s dimensions

with the Morgan students will...

“respond to the varying demands of audience, task, purpose and discipline”	“comprehend as well as critique”	“understand other perspectives and cultures”	“use technology and digital media strategically and capably”
<ul style="list-style-type: none"> • understand that form follows function in book design • understand that book form and function responds to societal needs 	<ul style="list-style-type: none"> • discuss and compare perspective and scale in medieval and Renaissance manuscripts 	<ul style="list-style-type: none"> • deepen their understanding of interaction among diverse peoples and cultures across time and distance 	<ul style="list-style-type: none"> • use the internet through digital tablets to answer their own questions or support argument during gallery discussions
<ul style="list-style-type: none"> • understand that form follows function in early writing tools • understand how Mesopotamian art portrays the ancient culture of that area 	<ul style="list-style-type: none"> • discuss perspective and scale in Mesopotamian art • discuss the message conveyed by Mesopotamian artists 	<ul style="list-style-type: none"> • understand the contribution of peoples in other times and places to modern society 	
<ul style="list-style-type: none"> • understand that architectural form follows function • understand what architecture and decoration reveal of Pierpont Morgan’s life, interests, and legacy 	<ul style="list-style-type: none"> • discuss the architect’s intent and choices 	<ul style="list-style-type: none"> • understand the impact of European culture on Pierpont Morgan and his contemporaries 	
<ul style="list-style-type: none"> • understand that architectural forms depend on aesthetics, function, and mathematics 	<ul style="list-style-type: none"> • discuss the architect’s intent and choices 	<ul style="list-style-type: none"> • work in teams and solve math problems while managing group differences • understand that architectural forms can be viewed artistically or mathematically. 	

Geometry

Mathematical Practices

with the Morgan students will...

<ul style="list-style-type: none"> • recognize a variety of geometric shapes in the Morgan’s architectural complex, and define each of them using their attributes; define shape categories using common attributes 	<ul style="list-style-type: none"> • understand correspondence between equations, verbal descriptions, and diagrams, as they pertain to architectural design. • distinguish correct logic and use it to identify geometrical and architectural patterns
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in the spotlight: co

COLORS OF THE WORLD ILLUMINATED MANUSCRIPTS IN THE AGE OF EXPLORATION

The quintessential Morgan school program that broadens students' perspective of books and museums.

Unit Overview

In *Colors of the World*, the prevalence of **literacy** in today's world is contrasted with a time when reading and access to knowledge were relegated to the few. The program instills students with a **sense of value for the written word**.

Students will draw upon the Morgan's superb collection of illuminated manuscripts and relate them to world history in a way that will deepen their understanding of cultural identity and **interaction among diverse peoples across time and place**. Hands-on activities will emphasize the impact of trade with West Africa and Asia on medieval Europe's glorious manuscript production, as imported spices, dyes, semiprecious stones, gold, and animal matter became the basis for illuminators' palettes.

Session One

Students will analyze a vast selection of painted and gilded pages and discuss material and function within their historical context. They will then determine the many ways images and text interact and draw parallels with more familiar Web-design counterparts.

Session Two

Students will reenact historical artists' techniques and use traditional tools and ingredients to produce their own illuminations. Art supplies will include saffron threads, dried insects, and malachite chips to be ground with a mortar and pestle. These materials will serve as a starting point for discussions on European history and topics related to Eurasian trade routes, including geography, botany, geology, chemistry, zoology, and social history.

GRADES 3 TO 12

TWO SESSIONS AT THE MORGAN

90 MINUTES PER SESSION

PREVISIT MATERIAL

Images from Medieval and Renaissance Manuscripts, a guide to a large online compilation of images from the Morgan's collection of manuscripts.

IN-SCHOOL PREVISIT MEETING WITH TEACHERS

In alignment with Charlotte Danielson's *Framework for Teaching Evaluation Instrument*, we are offering an in-school previsit meeting to prepare teachers for *Colors of the World*. They will receive instructional materials and resources to enhance their students' content knowledge. The meeting will be 45 minutes long, and will take place one month prior to the first session of *Colors of the World*.

GALLERY ACTIVITIES

Gallery exploration, discussion, and hands-on art project.

CONTACT

To schedule a class please call 212.685.0008, ext. 509 or

email schools@themorgan.org



Colors of the World



Colors of the World provides students with an exceptional educational opportunity and a rare artistic experience through its compliance with the *Common Core State Standards*, the *Blueprint for Teaching and Learning in the Arts* and *National Visual Arts Standards*.

COMMON CORE STATE STANDARDS COMPLIANCE
(see pages 4 and 5)

BLUEPRINT COMPLIANCE

◆ Art Making: *Painting, Two Dimensional Applied Design* ◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions, Online Resources*

IN-SCHOOL OFFERING— For your convenience, *Colors of the World*, Session Two can be brought to your classroom by Morgan educators. Due to high demand, we will give priority to schools that schedule at least **three in-school sessions** to take place within the same week.

Primary Sources

This year, two outstanding exhibitions, *The Crusader Bible: A Gothic Masterpiece* (October 17, 2014–January 4, 2015) and *Hebrew Illumination for Our Time: The Art of Barbara Wolff* (February 6–May 3, 2015) illustrate the art of illuminated manuscripts across centuries and cultures.

The Crusader Bible is one of the crowning achievements of book arts in medieval France, while Barbara Wolff’s illuminations exemplify the persistence of this tradition in twenty-first century New York City.

“Other Perspectives and Cultures”

For a broader and fully integrated exploration of the role of Eurasian trade on cross-cultural connections, we invite you to also look further East, towards Himalayan Asia. Sign up for one or two complementary programs, *Materials and Techniques: How is it made?* and *Silk Road: The Spread of Ideas in Himalayan Asia*, at the **RUBIN MUSEUM OF ART**. For further information please go to www.rmanyc.org/schooltours.

Expansion of *Colors of the World* is made possible by a generous grant from the Brooke Astor Fund for New York City Education in the New York Community Trust.

MYTHICAL CREATURES

MYTHS AND SYMBOLS ALL AROUND

GRADES 3 TO 6

ONE SESSION AT THE MORGAN
90 MINUTES

ACTIVITIES

Gallery tour and hands-on art project

PREVISIT MATERIAL

Writing Matters, an introduction to ancient Near Eastern cylinder seals for students and teachers (CD-Rom)

COMMON CORE STATE STANDARDS COMPLIANCE
(see pages 4 and 5)

Blueprint COMPLIANCE

◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions*



Unit Overview

Mythical Creatures focuses on the concepts of myths and symbols to be found in the Morgan's newly expanded display of Mesopotamian cylinder seals, as well as on the richly decorated ceilings of Mr. Morgan's library.

Session Activity

A tour of the galleries will engage students in the observation of the imagery featured on the cylinder seals as well as on the murals of Mr. Morgan's library. These works will become the starting point for discussions on Middle Eastern and Greco-Roman myths and symbols. In a subsequent art project, students will create a composite creature. They will choose three different animals symbolizing personality traits, from which they will compose an allegorical self-portrait.

READING A BUILDING

MR. MORGAN AND HIS LIBRARY

GRADES K TO 12

ONE SESSION AT THE MORGAN
60 MINUTES

ACTIVITIES

Gallery tour and, for younger students, art project

PREVISIT MATERIAL

None

COMMON CORE STATE STANDARDS COMPLIANCE
(see pages 4 and 5)

BLUEPRINT COMPLIANCE

◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions*

Unit Overview

Reading a Building is an exercise in visual literacy focusing on Pierpont Morgan's magnificent newly renovated neo-Renaissance library. Students of all ages become active and critical viewers as they learn how to "read" the 1906 building as a primary source and use their observations as visual clues to understand the collector's life, interests, and legacy.

Session Activity

In the course of a visit led by a museum educator, students will explore the four rooms that compose Morgan's original library. A first look at the various materials, colors, furnishings, and murals will reveal the function of the spaces. A closer reading will allow students to discover Morgan's fascination with early European history and culture as well as the nature and scope of his core collection. High school students will relate their observations to their class work on the Gilded Age. After their tour, elementary school students will be invited to take on the role of collector and draw a picture of their dream museum.

OFF THE WALL MATH

GEOMETRY AND ARCHITECTURE AT THE MORGAN



GRADES: 2 TO 5
ONE SESSION AT THE MORGAN
90 MINUTES

ACTIVITIES: Gallery discussion; charting; mapping; puzzle solving.

PREVISIT MATERIAL: See suggestions below

COMMON CORE STATE STANDARDS COMPLIANCE
(see pages 4 and 5)

BLUEPRINT COMPLIANCE

◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts.

Unit Overview

Off the Wall Math is a one-session unit, in which basic mathematical concepts serve as guides to explore the architecture of two contrasting spaces: Mr. Morgan’s sumptuous neo-Renaissance Library built in 1906 by architect Charles McKim, and the modern glass and steel expansion, finished in 2006 by architect Renzo Piano. Through various activities relying on observation, logic, and problem solving, students will understand how, a hundred years apart, the two architects used geometry and patterns to communicate their ideas to the Morgan’s visitors.

Session Activities

Starting in Mr. Morgan’s Library with a treasure hunt that will exercise both their logic and observation skills, students will recognize various quadrilateral shapes, and differentiate between plane and solid geometry. They will identify geometric patterns and will expand the concept of patterns onto the many colors, textures, and the representational art that enrich the space.

In Renzo Piano’s glass and steel expansion, students will define the rectangle and the square, recognize the ways in which they relate, and distinguish them from other quadrilaterals. Students will then solve a jigsaw puzzle in which the pieces match the panels composing the facade of Renzo Piano’s “Cube.” With that activity, they will understand how the architect used geometry to create harmony between the modern structure and Mr. Morgan’s Library. In addition, students in grades 4 and 5 will use the jigsaw puzzle to solve simple equations that will lead them to understand the arithmetic that rules the architecture of the façade.

Previsit Suggestions

The flexible modular format of the unit renders it easily adaptable to students’ levels and prior knowledge. We recommend however that students be prepared to identify basic quadrilaterals (grades 2 and 3), differentiate between plane and solid geometry (grades 4 and 5), and that they be able to solve simple equations (grades 4 and 5).

SPRING PREVIEW

In the Spring, the Morgan will offer an additional unit to grades 3 through 12. The Education Department will also take applications from teachers who wish to participate in the 2015-2016 Morgan Book Project.

LANGUAGE ARTS THROUGH ABRAHAM LINCOLN

February through June 2015

GRADES 3 TO 12
ONE SESSION AT THE MORGAN
90 MINUTES

ACTIVITIES
Gallery exploration, discussion, and writing.

PREVISIT MATERIAL
Print and digital material

PLEASE NOTE

This program is free to schools in New York City. Priority will be given to public and Title I schools.

Conditions may apply for private schools. Please contact us directly for further information at schools@themorgan.org.

EXHIBITION

Drawing on the collections of the Morgan Library & Museum and the Gilder Lehrman Institute of American History, *Lincoln Speaks: Words That Transformed a Nation* (January 23–June 7, 2015) explores America's sixteenth President through the lens of his mastery of language, which inspired the nation and continues to shape our country and the world. Lincoln's letters and speeches helped end slavery, saved the Union and healed a nation from the devastation of the Civil War. They also catapulted Lincoln into the international spotlight, which persists today. Through exceptionally rare or unique draft manuscripts of his speeches, personal letters, printed documents, photographs, posters, and other artifacts—many focusing on details the public has not encountered before—this exhibition encourages visitors to gain greater insight into the many sides of Lincoln's language.

UNIT OVERVIEW

"Language Arts Through Abraham Lincoln" uses the exhibition as a basis to explore Lincoln's language and make connections between Lincoln's time and our own. Through a tour of the exhibition, students will come away with a better understanding of Lincoln's influences and will become aware of how words influence us today. Through analysis of primary sources, students will explore how voice, audience, and purpose change the way we express ourselves. Gallery activities include study sheets that will invite students to investigate the power of words in shaping history and offer their interpretation.

FOUR
SCORE
AND SEVEN
YEARS
AGO OUR
FATHERS
BROUGHT
FORTH
ON THIS
CONTINENT,
A NEW
NATION,
CONCEIVED
IN LIBERTY,
AND
DEDICATED
TO THE PRO
POSITION
THAT ALL
MEN ARE
CREATED
EQUAL.

THE MORGAN BOOK PROJECT

ARTS AT THE CORE OF COLLABORATION AND CROSS CURRICULAR SKILLS

Every year, New York City public school teachers and students work together to write, illustrate, and build a book, and celebrate their achievements with The Morgan Book Project Award.



THE PROJECT

In this free program, teachers from Title I New York City public schools participate in a four-day Summer Institute developed by the Morgan in collaboration of with the New York City Department of Education. The program focuses on the integration of book arts into the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subject*, as well as the *New York City Department of Education Blueprint for Teaching and Learning in the Arts*, while addressing Charlotte Danielson's *Framework for Teaching Evaluation Instrument*.

Through the following fall and winter, these teachers lead their students in the writing, illustration, and binding of manuscript books. In early March, teachers submit their students' three best projects to a jury. In early April, the winning books are featured in a one-day installation at the Morgan, while the students whose books were selected receive an award in the presence of their families, school teachers, and principals in the Morgan's Gilder Lehrman Hall.

CCSL COMPLIANCE

Integration of knowledge and ideas—Teachers will explore collaborative teaching and cross curricular skills.

Knowledge of language—Teachers will address the function of language when used in tandem with images.

Comprehension and Collaboration—Teachers will identify information sources from both primary documents (medieval manuscripts) and digital media.

Production and Distribution of Writing—Teachers will develop strategies to encourage development of clear and coherent narrative through drafts and editing, both in writing and design.

INFORMATION

Early Application Deadline—April 1, 2015

General Application Deadline—June 1, 2015

Dates—Summer Institute for Teachers:

- Grades 3 to 5: July 7–10, 2015
- Grades 6-12: August 18–21, 2015

Location—The Morgan Library & Museum

Eligibility—Title I New York City Public School Visual Arts Teacher and ELA, SS, or content teacher grades 3 to 12

Fees—FREE

Additional info and application—themorgan.org/education/BookProject

Expansion of the *Morgan Book Project* is made possible by a generous grant from the Brooke Astor Fund for New York City Education in the New York Community Trust.

HOW TO BOOK A CLASS

While *Exploring with the Morgan* is free to all schools in New York City, priority will be given to **public and Title I schools**.

We also accept non-Title I private school classes. **Some conditions may apply.** Please contact us directly for further information at schools@themorgan.org.

SUBMITTING REQUEST FORM

All K-12 classes must be booked through the School Group Request Form:

1. Choose your program.
2. Go to themorgan.org/education/request.asp and fill out the School Group Request Form.
3. Click “submit request.” You will hear from us within a few days.

SCHEDULING

Classes must be scheduled at least **four weeks in advance**.

When scheduling a two-session program, session two will be booked **one week apart** from session one.

Please be aware of **testing days, half days, school holidays, and bus maintenance days**. Tours will be shortened for late arrivals. Groups arriving more than 30 minutes after the scheduled tour time are subject to cancellation.

Due to limited space in galleries, **school groups will be admitted into the Morgan only at their scheduled time of arrival**. Groups will not be allowed in the building before or after their scheduled time slot. Please plan accordingly.

PREPARING FOR THE PROGRAM

MORGAN STAFF PREVISIT: when the same school books three classes or more, we ask that the teacher serving as liaison between the school and the Morgan schedule a 45-minute meeting with **all teacher participants** at the school, during which a Morgan Education staff member will introduce the program’s **content and logistics**.

MORGAN EDUCATOR’S CALL TO TEACHER: after a visit is confirmed, the educator assigned to teach your class will contact you to discuss how to best tailor the visit to your current curriculum. The educator will tailor the session accordingly.

SPECIAL NEEDS



After your class visit has been confirmed, the Morgan educator assigned to your class will contact you directly to discuss **any special needs** your students might have. Our educators are **skilled at working with students with special needs** and will tailor the programs to children with various degrees of behavioral and developmental disabilities, as well as to English Language Learners.

ADULT SUPERVISION

As per the Chancellor’s regulations for elementary and middle school students, we require at least one school staff member and three additional chaperons for up to thirty-five students. For high school students, at least one staff member and one additional chaperon are required for up to thirty-five students.

LUNCH

The Morgan does not provide lunch space to students. The confirmation package includes a list of restaurants and public spaces where your students may have lunch when they come for their tour.

FOR QUESTIONS REGARDING SCHOOL PROGRAMS,
PLEASE CONTACT THE EDUCATION DEPARTMENT AT schools@themorgan.org.

The Morgan Library & Museum, 225 Madison Avenue, New York, NY 10016-3405 • themorgan.org