SILK ROAD ENVELOPE BOOK PROJECT

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SCHOOL: George B. Armstrong School of International Studies
SUBJECT AREA: Art
GRADE LEVEL: Sixth to Eighth Grade

STATE GOALS
- 25 Know the language of the arts. Understand the sensory elements, organizational principles and expressive quality of the arts.
- 26 Through creating understand how works of art are produced. Apply skills and knowledge necessary to create in one or more of the arts.
- 27 Understand the role of the arts in civilizations, past and present. Analyze how the arts function in history, society and everyday life. Understand how the arts shape and reflect history, society and everyday life.

OBJECTIVES
- Students will
  - Learn about the stories of the Silk Road through art & literature.
  - Create a thematic envelope book during a 45-minute art period to be used in their study of the people, art and culture of the Silk Road. Each page of the book will include an area for a language arts connection, narratives, poetry and storytelling.
  - Collect, draw, and take notes to highlight the life & culture of the Silk Road.
  - Write I Am poems to assist in organizing their assemblage books.
  - Gain experience with several art applications over the course of study: collage embellishment, paper collage, printmaking, crayon etching, crayon resist, stenciling, rubbing and folding, and paper dolls.

MATERIALS/RESOURCES/GALLERY OBJECTS
- 4 or more 6 X 9 inch Manila Envelopes
- 4 or more bamboo skewers
- Rubber bands
- Bamboo pens & ink
- Decorative papers
- Ribbons, beads, string, yarns
- Construction papers
- Glue sticks
- Yes Paste
- Scissors
- Markers
- Colored pencils
- Maps of the Silk Road
• Alphabets from languages spoken
• Masking tape
• Pencils
• Cut paper for each envelope for field trip work in the galleries, and exhibits
• Glossary sheet (see below)
• Books
  • “The Silk Route: 7,000 miles of History” by John S. Major
  • “Marco Polo: A Journey Through China” by Fiona MacDonald
  • “We’re Riding On A Caravan” by Laurie Krebs & Helen Cann
  • “Marco Polo For Kids” by Janis Herbert
  • “Making Books” by Kathy Millbrook
  • “The Decorated Page” by Gwen Diehn
  • “Pockets, Pull-outs, and Hiding Places” by Jenn Mason
  • “Stories From The Silk Road” by Cherry Gilchrist
  • “Saladin: The Muslim Warrior Who Defended His People” by Flora Geyer
  • “Traveling Man: The Journey of Ibn Battuta, 1325-1354,” by James Rumford
• Web sites
  • The Asia Society
    http://www.AskAsia.org
    Dedicated to information about Asia, with a special feature on the Silk Roads. (See also
    www.AsiaSociety.org for online exhibits such as “Dancing Demons: Ceremonial Masks of Mongolia”
    and “Monks and Merchants,” and
    www.AsiaSource.org for up-to-date profiles of Asian countries.)
  • The Silk Road Project, Inc.
    http://www.silkroadproject.org
    Features the musical instruments and traditions of the Silk Roads.
  Dunhuang Caves
    http://chinapage.com/silksite.html
    Links featuring the Silk Roads and Dunhuang (Mogao) cave temples.
  China Virtual Tours
    http://www.chinavista.com/travel/silk/part0.html
    Basic information and pictures of Silk Road cities of China.
  International Dunhuang Project (IDP)
    http://idp.bl.uk/
    Web site established in 1993 following a meeting of conservators from all over the world to promote the
study and preservation of manuscripts and printed documents from Dunhuang and other Central Asian sites.

Silk Road Foundation
• [http://www.silk-road.com](http://www.silk-road.com)
  Comprehensive Web site with maps and timelines.

Art Institute of Chicago, Silk Road Project
• [http://www.artic.edu/aic/exhibitions/silkroad/themes.html](http://www.artic.edu/aic/exhibitions/silkroad/themes.html)
  Includes the connections of art from around the world to the theme of Silk Road culture, featured in a special exhibition at the Art Institute

**PROCEDURES**

1. Students will enter the classroom hearing the sounds of The Silk Road Ensemble (see Silk Road Project Web site). Provide a multi-sensory experience. Images from the Silk Road are playing on the LCD projector.

2. Students will hear a story from the Silk Road to familiarize them with names & locations, cultural practices, and peoples found along the Silk Road. (See Materials/Resources above for book suggestions.)

3. Papers, glues, scissors are distributed around the tables in the art room.

4. Students create a title page on envelope one (e.g., “The Silk Road” and their name).

5. On each of their envelope pages, students write, or cut and paste letters, or create their own style of calligraphy using the following poetry prompts
   • *I Am From* .... name four locations along the Silk Road
   • *I Am From* .... name three foods along the Silk Road (as if the foods were talking)
   • *I Am From* ...name three events or important dates from the Silk Road (as if the events or dates could speak)
   • *I Am From* ...name three or four teachings from different cultures along the Silk Road (as if the teachings spoke)

6. Based on the text above (*I Am From* ... ), students collect and create the elements for their assemblage book project, some content for which will be developed during and following their field trips.

7. Students will complete assembly of their envelope book. (See diagram of Envelope Books/Portfolios below)
   • Cut small corner out of the “top” of each envelope.
   • Make four cuts into one edge of each envelope, 2 inches apart. Do not cut bottom. This serves as the back of the book.
   • Use a bamboo skewer to weave the folds together on each envelope. Use pointed end of skewer to weave. Place rubber band behind skewer to hold in place.
   • Students may add ribbon, yarn or strong and beads to embellish.
GLOSSARY

Barter: To exchange goods of equal value

Bronze: a mixture of copper and tin, used to make decorative objects, containers, and ceremonial swords.

Bulkheads: Compartments. Used especially to describe storage areas in ships

Caravans: Herds of specially trained camels, used to carry heavy loads for long distances over dry, desert lands.

Caravanserai: a rest house where people can stay safely overnight.

Ceramics: Items made from clay, especially pottery, tiles, and porcelain.

Empire: Many nations joined together under the rule of a single leader called an emperor.

Ewer: Water jug.

Exotic: coming from faraway lands.

Frostbite: Damage to the skin caused by extreme cold.

Glazed: Covered with a shiny surface layer.

Heatstroke: Illness caused by too much exposure to the hot sun.

Khan: Mongol word for ruler.

Khanate: Lands rules by a Khan

Mongols: Nomad peoples who lived in Central Asia and present day Mongolia. They were brave fighters and expert horse-riders. In the 13th century they conquered a vast empire, led by Chingiz and Kublai Khan.

Mosque: Building where Muslims go to pray and listen to readings of the holy book, The Qur’an.

Nomads: People who move their homes from place to place, in search of food and water for themselves and sometimes, their herds of animals.

Porcelain: Very fine white hard pottery made from special clay.

Silk: A special textile invented in China from the cocoons of the silkworm.

Sluice: An underwater gate that regulates the water passing through it.

Steppes: Vast, flat grasslands in Central Asia and the Far East. The steppes were home to the Mongols and their herds of horses, sheep, and goats.

Yurt: Mongol tent made of felt on a wooden frame.
Use pointed end as guide in meaning.

Use skewer to weave tabs together.

Leave alone (do not cut/tear).

Cut small corner out of top of envelope.

Fold cuts 2" apart.

2" apart (width of ruler)

Weave tabs, make halve of paper, weave tabs through.

fold

Envelope

Binding:

BOOKS/PORTFOLIOS

Envelope