

Hanging Odes and Arabic Calligraphy: Investigating the Personal  
By Trevor Wallace

<p>Essential Question:</p> <p><b>How can a piece of art/poem tell us about</b></p>	<p>Standards: MA Art Standard PreK-12 STANDARD 10</p> <p>Interdisciplinary Connections</p> <p>Students will apply their knowledge of the arts to the study of</p> <p>English language arts, foreign languages, health, history and social</p> <p>Science, mathematics, and science and technology/engineering.</p> <p>MA art standard 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or</p> <p>Embody an idea or fantasy</p> <p>For example, students draw members of a family from memory; illustrate a</p> <p>character in a folktale or play; build a</p>	<p>Grade Level:</p> <p><b>4<sup>th</sup></b></p> <p><b>5<sup>th</sup></b></p> <p><b>6<sup>th</sup></b></p> <p>Ideally done in 2 periods or one long block.</p>
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<h1>someone's Identity?</h1>	<p>clay model of an ideal place to play; or make images that convey ideas such as friendship.</p>	
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<p><u>Objectives:</u> I will learn how to use vivid language in my poetry.</p> <p>I will use my poem to inspire my own unique Arabic signature.</p>	<p>Teacher:</p> <p>Objectives written on board to be read out by a student after the agenda</p>	<p>Students:</p>	<p>Materials/ Procedure</p> <ul style="list-style-type: none"> <li>-Handout</li> <li>-Rubric</li> <li>-Sketch Paper 2 per student</li> <li>-Pencils/Erasers</li> <li>-Rulers</li> <li>-Ballpoint pens</li> <li>-Projector with ability to play music/video</li> </ul>
<p>Do Now/Hook</p>	<p>-Have do now up on the projector/whiteboard:</p> <p>On your handout describe a place that is meaningful to you.</p> <ul style="list-style-type: none"> <li>-An old playground</li> <li>-a house you once lived</li> <li>-a movie theatre you</li> </ul>	<p>Tell the students to put their pencils down and clap once when they are done.</p> <p>When everyone is done have three volunteers share out their idea</p>	<ul style="list-style-type: none"> <li>- Handouts on each desk</li> <li>-Sketchbooks/notebooks pencils</li> <li>-Laptop with song cued up</li> </ul>

	<p>remember going to Describe it in as much detail as you can.</p> <p>Hook:</p> <p>Turn off lights: Cue Amir Vahab in Prezi (Great Persian musician and player of many instruments that were proliferated throughout the Middle East) The Video itself is not important to have the students watch it is just for the music.</p> <p>I want everyone to get up and start walking around the room very slowly in a line forming the circle. I want you all to imagine that you are in a desert far, far away in Arabia. Thousands of years ago and to this day people travel across the desert on horses and camels in caravans making their lives among the dunes. They traded and adapted to the</p>	<p>Students get UP from their seats and circumnavigate the classroom, feeling the sense of place as they imagine the story being told to them.</p>	<p>-remember to flick lights off for effect</p>
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	<p>wastelands reciting the famous Hanging Odes. An ode is a certain kind of poem. Imagine it is the dead of night and only the moon lights the path of our caravan. YOU are a wandering lone trader making his way to his next camp. YOU are a camel carrying a heavy load of spices and gold ornaments. YOU are a hungry jackal following the caravan...</p>		
<p>Introduction of New Material</p>	<p><b><u>Background Knowledge/ Vocab</u></b>  <b><u>Preteach</u></b>  Where is the Arabian Peninsula?   Who were/are the Bedouin people?   Cue segment of Empire of Faith 3 Minutes</p>	<p>Clarify each key concept with an image on the prezzi and first give students a chance to raise hands to activate background knowledge   Give a chance to students to ask questions after Empire of Faith Segment</p>	<p>Prezzi with Map of Arabian Peninsula with Mecca   Pictures of Bedouins   Empire of faith segment embedded in Prezzi   Picture of the Ka'baa</p>

	<p>6:55-7:52</p> <p><b><u>Part 1: Hanging Odes</u></b>  Hanging Odes: Mu'allaqat</p> <hr/> <p>Odes that hung in the Ka'baa- a sacred place in Saudi Arabia called Mecca.</p> <p>Read Sells abridged poem:</p> <p>Why vivid imagery?  Steps to finding the right word:</p> <ol style="list-style-type: none"> <li>1.) Imagine you are in that place and visualize it in your mind</li> <li>2.) Brainstorm a list of potential words (if necessary use tools like a thesaurus and/or a friend</li> <li>3.) Read back over the poem with your choices and make sure that there aren't any words that are: <ol style="list-style-type: none"> <li>A. Too General (good,</li> </ol> </li> </ol>	<p>Give students prompts of words that they need to find a better example- a context and then a general word they can improve on-</p> <p>Have students fill in steps in their own words on their graphic organizers- have a few students read theirs back</p> <p>Give one minute in pairs to think of a better more vivid word – Share out after</p>	<p>Picture of Graffiti tag next to Arabic Calligraphy</p> <p>Have Slide with steps that you can go back to during guided practice</p>
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bad, great, fun etc.)  
B. Not accurate-  
something you  
found that sounds  
fancy but doesn't  
make sense

What if you cannot find a  
word that matches something  
very particular that you want  
to describe?

Usually poets have to just  
work hard to figure out how  
to express it but in ancient  
Arabia there were many  
options and lots of  
descriptors. There was a  
word for a camel with a spot  
on its leg

So part of this project will be  
to invent your own word that  
you will define.

## **Part 2: Arabic** **Calligraphy**

After writing your poem you  
are going to sign your name

	<p>What is Calligraphy?</p> <p>Arabic calligraphy is similar to other calligraphic arts we are all familiar with and have even studied like Graffiti- It used different abstractions of the form to create beautiful and pleasing images.</p> <p>If Arabic Calligraphy is used mostly in a religious setting how is it different than graffiti?</p> <p>In the west calligraphy is not seen as important as other arts such as painting or sculpture but in the Middle East it is the most important</p> <p>Steps to creating your Arabic calligraphy signature:</p> <ol style="list-style-type: none"> <li>1.) Get your name that is cut out</li> <li>2.) Practice writing it a few times in pencil in your sketchbook</li> <li>3.) Read back over your poem and think about</li> </ol>	<p>Connect NEW to the KNOWN</p> <p>Have students respond to question about Arabic calligraphy vs. Graffiti tags</p> <p>Have students read out steps</p> <p>Check for understanding – after modeling</p>	<p>Copy class roster into Google translate and have each student’s name in Arabic Script. Cut out names for each student to collect and copy</p> <p>Show slides of different forms of calligraphy: Kufic, Thuluth,</p>
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	<p>the most important image</p> <p>4.) Create a large version (fill the width of your paper) of your name that has elements of that image- write your original name below so the viewer can see how you changed it</p> <p>-Go over elements of the rubric</p> <p>-Show exemplar</p>	<p>Have students match elements of the exemplar to the rubric</p>	<p>Diwani and representational Diwani</p>
<p>Guided Practice</p>	<p>Have students work in pairs helping each other create first stanza of the poem ( Minutes and share out)</p>	<p>While students are sharing out call on others to offer other possibilities of words.</p>	
<p>Independent Practice</p>	<p>1.) Direct students to complete their poems and then come up in</p>		<p>Whiteboard: Small portable ones are useful</p>



	<p>pairs to read them</p> <p>2.) Circulate as students are in the various stages of completing poems and signatures</p> <p>3.) If necessary model the practice of creating the signature on the board</p>		
Closure	<p>What did we learn about the Arabic world?</p> <p>How did we learn about ourselves and how to create works that reflect our experiences and individuality?</p>		