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

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<tr>
<th>Essential Question:</th>
<th>Standards:</th>
<th>Grade Level:</th>
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<tr>
<td>How can a piece of</td>
<td>MA Art Standard</td>
<td>4th</td>
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<td>PreK–12 STANDARD 10</td>
<td>5th</td>
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<td>Interdisciplinary Connections</td>
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<td></td>
<td>Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and</td>
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For more resources, visit the [CMES Website](#)
For more educational resources, visit the [CMES Outreach Website](#)
### Objectives:
- I will learn how to use vivid language in my poetry.
- I will use my poem to inspire my own unique Arabic signature.

### Teacher:
Objectives written on board to be read out by a student after the agenda

### Students:

### Materials/Procedure
- Handout
- Rubric
- Sketch Paper 2 per student
- Pencils/Erasers
- Rulers
- Ballpoint pens
**Do Now/Hook**

- Have do now up on the projector/whiteboard:
  
  On your handout describe a place that is meaningful to you.
  - An old playground
  - A house you once lived
  - A movie theatre you remember going to
  Describe it in as much detail as you can.

**Hook:**

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.

Tell the students to put their pencils down and clap once when they are done.

When everyone is done have three volunteers share out their idea.

Students get UP from their seats and circumnavigate the classroom, feeling the sense of place as they imagine the story being told to them.

**Equipment needed:**

- Handouts on each desk
- Sketchbooks/notebooks
- Pencils
- Laptop with song cued up
- Remember to flick lights off for effect
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 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...

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<th>Introduction of New Material</th>
<th><strong>Background</strong></th>
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<td>Clarify each key concept with</td>
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<tr>
<td>Knowledge/Vocab Preteach</td>
<td>Part 1: Hanging Odes</td>
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<tr>
<td>Where is the Arabian Peninsula?</td>
<td>Hanging Odes: Mu'allaqat</td>
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<td>Who were/are the Bedouin people?</td>
<td>Odes that hung in the Ka’baa- a sacred place in Saudi Arabia called Mecca.</td>
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<td>Cue segment of Empire of Faith 3 Minutes 6:55-7:52</td>
<td>Read Sells abridged poem:</td>
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<td>Why vivid imagery? Steps to finding the right word:</td>
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<td>1.) Imagine you are in that place and visualize it in your</td>
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<td>mind</td>
<td>2.) Brainstorm a list of potential words (if necessary use tools like a thesaurus and/or a friend) 3.) Read back over the poem with your choices and make sure that there aren’t any words that are: A. Too General (good, 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</td>
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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

What is Calligraphy?

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.

If Arabic Calligraphy is used
mostly in a religious setting
how is it different than
graffiti?

In the west calligraphy is not
seen as important as other
arts such as painting or

| Connect NEW to the KNOWN |
| Have students respond to question about Arabic calligraphy vs. Graffiti tags |
| sculpture but in the Middle East it is the most important | Steps to creating your Arabic calligraphy signature:  
1.) Get your name that is cut out  
2.) Practice writing it a few times in pencil in your sketchbook  
3.) Read back over your poem and think about the most important image  
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  

- Go over elements of the rubric  
- Show exemplar | Have students read out steps  
Check for understanding – after modeling | 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  
Show slides of different forms of calligraphy: Kufic, Thuluth, Diwani and representational Diwani |
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<th>Instructions</th>
<th>Have students match elements of the exemplar to the rubric</th>
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<td><strong>Guided Practice</strong></td>
<td>Have students work in pairs helping each other create first stanza of the poem (Minutes and share out)</td>
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<td><strong>Independent Practice</strong></td>
<td>1.) Direct students to complete their poems and then come up in pairs to read them.  2.) Circulate as students are in the various stages of completing poems and signatures.  3.) If necessary model the practice of creating the signature on the board.</td>
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| **Closure**                                                                  | What did we learn about the Arabic world?  
How did we learn about ourselves and how to create works that reflect our experiences and individuality? |