



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

For more resources, visit the [CMES Website](#)

For more educational resources, visit the [CMES Outreach Website](#)

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

<p>Essential Question:</p> <p>How can a piece of</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</p>	<p>Grade Level:</p> <p>4th</p> <p>5th</p>
---	--	---

<p>art/poem tell us about someone's Identity?</p>	<p>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 clay model of an ideal place to play;</p> <p>or make images that convey ideas such as friendship.</p>	<p>6th</p> <p>Ideally done in 2 periods or one long block.</p>
---	---	---

<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"> -Handout -Rubric -Sketch Paper 2 per student -Pencils/Erasers -Rulers -Ballpoint pens
---	---	------------------	--

			-Projector with ability to play music/video
Do Now/Hook	<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"> -An old playground -a house you once lived -a movie theatre you remember going to <p>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</p>	<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> <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>	<ul style="list-style-type: none"> - Handouts on each desk -Sketchbooks/notebooks pencils -Laptop with song cued up -remember to flick lights off for effect

	<p>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...</p>		
Introduction of New Material	<u>Background</u>	Clarify each key concept with	

	<p><u>Knowledge/ Vocab</u> <u>Preteach</u> Where is the Arabian Peninsula? Who were/are the Bedouin people? Cue segment of Empire of Faith 3 Minutes 6:55-7:52</p> <p><u>Part 1: Hanging Odes</u> <u>Hanging Odes: Mu'allaqat</u></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: 1.) Imagine you are in that place and visualize it in your</p>	<p>an image on the prezi and first give students a chance to raise hands to activate background knowledge</p> <p>Give a chance to students to ask questions after Empire of Faith Segment</p> <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>Prezi with Map of Arabian Peninsula with Mecca</p> <p>Pictures of Bedouins</p> <p>Empire of faith segment embedded in Prezi</p> <p>Picture of the Ka'baa</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>
--	---	---	---

	<p>mind</p> <p>2.) Brainstorm a list of potential words (if necessary use tools like a thesaurus and/or a friend</p> <p>3.) Read back over the poem with your choices and make sure that there aren't any words that are:</p> <p>A. Too General (good, bad, great, fun etc.)</p> <p>B. Not accurate- something you found that sounds fancy but doesn't make sense</p> <p>What if you cannot find a word that matches something very particular that you want to describe?</p> <p>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</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>	
--	---	--	--

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

	<p>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">1.) Get your name that is cut out2.) Practice writing it a few times in pencil in your sketchbook3.) Read back over your poem and think about the most important image4.) 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>-Go over elements of the rubric</p> <p>-Show exemplar</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, Diwani and representational Diwani</p>
--	--	---	---

		Have students match elements of the exemplar to the rubric	
Guided Practice	Have students work in pairs helping each other create first stanza of the poem (Minutes and share out)	While students are sharing out call on others to offer other possibilities of words.	
Independent Practice	<ol style="list-style-type: none"> 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 		Whiteboard: Small portable ones are useful
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>		