

This programming is supported by a grant from the US Department of Education.

Unit Title: Classical Arabic Literature : Exploring Arabic Through Song

Designed by: Hala Abdou, halamabdou@gwu.edu & Jennifer Tobkin, jtobkin@gwu.edu

We envision this unit as an activity for the end of a school year or summer program, where students get to apply the vocabulary and linguistic structures they have learned throughout the course of study to a new context. People have strong emotional associations with certain songs, and they are an effective shorthand form of communication, whether you are quoting a lyric in conversation or a filmmaker chooses to play a well-known song in a movie to express ideas and feelings that the characters' dialogue does not express. Everyone's experience with music and lyrics is unique, but almost everyone has one. (As a thought exercise, if English is not your first language, try to remember the first song in English where you understood the lyrics. If Arabic is not your first language, try to remember the first song in Arabic where you understood the lyrics.)

Intermediate students of Arabic can probably understand only a few words in a song on the first try, but when contemplating the lyrics more closely, they will find many more familiar and semi-familiar words and structures. By the end of the exercise, they will understand the lyrics enough to appreciate the song more than they did at first, if not to understand every word.

The goal of this lesson is to explore and share Arabic songs and students' impressions of them. We hope that you make "fill-in-the-blank activities" similar to the ones we have made (see the links in the "Resources" section below) for other songs that you think will be meaningful to your students, in addition to the ones we have made. We have chosen four of these songs because they contain a substantial amount of vocabulary that will be familiar to students who have studied AlKitaab Part One and one of them because it is a Classical Arabic poem set to contemporary music. We assumed that students have only studied Modern Standard Arabic, but this type of exercise has virtually endless possibilities for Arabic classes that use spoken dialects, since there are so many popular songs in the dialects from which you can choose.

Language and Level / Grade	IL -IM	Approximate Length of Unit	3 Weeks
Performance Range	9-12	Approximate Number of Minutes Weekly	40- 50 min per day
Theme/Topic	Language & Literature The theme of this unit is Classical Arabic Poetry. It is important for students to learn more about Arabic classical literature and its value.		

This programming is supported by a grant from the US Department of Education.

	The theme of this unit is poetry and lyrics as vehicles for personal self-expression and for communicating the shared knowledge and values of a culture.		
Essential Question	How does literature reveal the values of a language culture or a time period? How do music and lyrics form a shared vocabulary through which people communicate within and across cultures?		
Social Justice Standards	Diversity Standard #9: Students will respond to diversity by building empathy, respect, understanding and connection. Diversity Standard #8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. <i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at https://www.learningforjustice.org/frameworks/social-justice-standards</i>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> - Do analysis via research, evaluate sources, organize information. This will develop their literacy skills. - Identify familiar vocabulary and linguistic structures in songs in the target language. - Draw comparisons between the lyrical themes of songs in the target language and songs and literature in the students' L1. - Express opinions about songs. - Present information about Arabic songs in an organized manner. 		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple 	Interpretive Mode		
	Listen to the song ما أجمل الحياة and fill in the missing lyrics. (See “Resources” for the Google Doc with this activity.)	Students complete a fill-in-the-blank activity, prepared by their classmates, about an Arabic song.	Students complete a fill-in-the-blank activity, prepared by their classmates, about an Arabic song.
	Presentational Mode		Interpersonal Mode

This programming is supported by a grant from the US Department of Education.

<p><i>Interpretive tasks.</i></p> <ul style="list-style-type: none"> • <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> • <i>The tasks incorporate 21st Century Learning.</i> 	<p>Polished/Pre-prepared:</p> <p>Students give a slide presentation about their experiences with music and the personal associations they have with favorite songs, including but not limited to the song they chose for the interpersonal assessment and other Arabic songs. They may speak in Arabic about songs in any language.</p>	<p>Students make their own fill-in-the-blank song activity. (See the “Resources” section for the Google Doc with the guidelines. It also includes the template for students to use for their lessons.)</p>
	<p>On Demand:</p> <p>Students speak to the class in Arabic about the impressions of the songs their classmates chose for the interpersonal assessment.</p>	
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	Relating Cultural Practices and Products to Perspectives	
	<ul style="list-style-type: none"> • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied 	
<p>Connections (Sample Evidence)</p>	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<ul style="list-style-type: none"> • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. 	<ul style="list-style-type: none"> • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
	<p>Standard 4.1: Students demonstrate understanding of the nature of language through</p>	<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>

This programming is supported by a grant from the US Department of Education.

	comparisons of the language studied and their own.	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> ● Standard 5.1: Students use the language both within and beyond the school setting 	<p>Teachers encourage students to further apply their knowledge and ideas.</p> <ul style="list-style-type: none"> ● Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
Connections to Other Standards		
Toolbox		
Can Do Statements		
Interpretive	<ul style="list-style-type: none"> ● Students understand and interpret written and spoken language on a variety of topics 	
Presentational	<ul style="list-style-type: none"> ● Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	
Interpersonal	<ul style="list-style-type: none"> ● Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions 	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
*Expressing an opinion:	<p>Questions:</p> <p>لماذا؟ متى؟ أين؟</p>	<p>أغنية ج أغاني فنان ج فنانون</p>

This programming is supported by a grant from the US Department of Education.

*Describing: *Identifying & Listing: *Explaining:	(in reference to the context of the songs)	أسلوب ج أساليب آلة موسيقية ج آلات موسيقية عَنَى يُعْنَى غِنَاء أَنْزَرَ يُؤَنَزَرُ تَأَثِير عَبَّرَ يُعَبِّرُ تَعْبِير
	Negation: لم لا ليس	
	Adjectives: قديم, أصيل, كلاسيكي, شعبي	
	Preposition: مثل منذ (in reference to the context of the songs and students' experiences with them)	

Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Arabic songs where a considerable amount of the vocabulary is familiar to students	Students can follow along with the lyrics of a song as they listen. Students can identify familiar words in a song. Students can conjugate familiar verbs.	زمان الماضي مرَّ يمرُّ مرور صمت حين	Teacher answers students' questions as they work in small groups. Upon request, teacher reads lyrics out loud. In reference to the Literary Personality Quiz, students assess the authors' romantic and/or realist attitudes in the songs.	Students fill out Literary Personality Quiz in relation to their own attitudes. (See "Literary Personality Quiz" in the "Resources" section.) Fill-in-the-blank activities about the songs "You and I" by Rachid Taha and "Have a Sweet Morning" by Kadhim al-Sahir (see "Fill-in-the-Blank Activities" document in the

This programming is supported by a grant from the US Department of Education.



					“Resources” section)
Day 2	Arabic songs with lyrics employing a poetic style	Students can follow along with the lyrics of a song as they listen. Students can identify familiar words in a song. Students can draw connections in literary themes across language and culture.	مقهى البحر لحظة مشتاق ك... عشق نظرة	Teacher interprets classical poem by translating and paraphrasing it into English. Teacher facilitates discussion about literary themes across cultures. In reference to the Literary Personality Quiz, students assess the authors’ romantic and/or realist attitudes in the songs.	Video: What is Classical Arabic Poetry? https://youtu.be/jg8ye-ynF8w Fill-in-the-blank activities about the song “Letter From Beirut” by Kadhim al-Sahir and “Did Love Strike You?” by Abdulrahman Mohammed (see “Fill-in-the-Blank Activities” document in the “Resources” section)
Day 3	Student-chosen songs	Students can identify familiar words in a song.	varies according to the songs chosen by students	Teacher helps students interpret the lyrics of the songs they have chosen. Teacher asks questions to help students determine whether a chosen song is in MSA and which	Students Prepare the Interpersonal Assessment activity

This programming is supported by a grant from the US Department of Education.

				linguistic structures are present in the lyrics.	
Day 4	Student-chosen songs	Students can identify familiar words in a song.	varies according to the songs chosen by students	In reference to the Literary Personality Quiz, students assess the authors' romantic and/or realist attitudes in the songs.	Interpretive Assessments - "Life Is So Beautiful!" by Rachid Aseyakhe (see "Fill-in-the-Blank Activities" document in the "Resources" section) and one of the student-created activities. (See the "Resources" section for the Google Doc with the guidelines.)
Day 5	Student-chosen songs	Students can identify familiar words in a song. Students can express opinions in the target language.	varies according to the songs chosen by students	Teacher answers students' questions as they work in small groups. Upon request, teacher reads the lyrics out loud.	Students complete the other student-created Interpretive Assessment. (See the "Resources" section for the Google Doc with the guidelines.) Pre-Prepared and On Demand Presentational Assessments

Resources	
Fill-in-the-blank activities (referenced in Weekly Lesson Plans and Interpretive Assessment)	

This programming is supported by a grant from the US Department of Education.

<p> Arabic Literature, Poetry, and Song Activities Guidelines and template for Interpersonal Assessment</p> <p> Arabic Literature, Poetry and Song Interpersonal Assessment Guidelines</p> <p>Video: What is Classical Arabic Poetry? https://youtu.be/jg8ye-ynF8w</p> <p>Video About Arabic Poetry and Identity in the Diaspora https://youtu.be/8_fr2ZQRL4A</p> <p>Literary Personality Quiz https://drive.google.com/file/d/1sTzZ6t15doHYZXoGxcSBXYaU7hZNKrTW/view?usp=drive_link</p>	
--	--