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Unit Title: Social Justice and Diversity in Arabic Pop Music

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A link to the song: <https://www.youtube.com/watch?v=Y9Re4zJkoQM>



Language and Level / Grade	Intermediate	Approximate Length of Unit	One Week
Performance Range	Low/Mid	Approximate Number of Minutes Weekly	20-30 Minutes
Theme/Topic	Arabic Popular Music		
Essential Question	How does Arabic music convey social justice in songs?		
Social Justice Standards	<i>Social justice standards that are relevant to the lesson from Learning for Justice,</i> https://www.learningforjustice.org/frameworks/social-justice-standards		

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	4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 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. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
Unit Goals	
What should learners know and be able to do by the end of the unit?	Interpretive Communication 1. Cultural Analysis: Students will be able to analyze and interpret the cultural and social contexts of Arabic music, understanding its role in expressing and addressing issues of diversity and social justice. 2. Critical Listening: Students will develop the ability to critically listen to and interpret the messages conveyed through Arabic music, identifying themes related to social justice, identity, and cultural diversity. 3. Contextual Understanding: Students will gain a deeper understanding of the historical and contemporary contexts in which Arabic music is created and performed, recognizing its impact on social movements and cultural expression. Interpersonal Communication 1. Dialogue Facilitation: Students will learn to facilitate meaningful dialogues about diversity and social justice, using examples from Arabic music to illustrate and support their discussions. 2. Collaborative Projects: Students will develop skills in collaborating on projects that explore and promote social justice through Arabic music, fostering teamwork and mutual respect.
Summative Performance Assessment Tasks	
• These tasks allow learners to demonstrate how well they	Interpretive Mode

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<i>have met the goals of the unit.</i> • <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> • <i>The template encourages multiple Interpretive tasks.</i> • <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> • <i>The tasks incorporate 21st Century Learning.</i>	Giving the lyrics in Arabic and identifying the words the students know.	The students will make a Quizlet, to reinforce the vocabulary of the song.	The students will use Padlet to answer the following question: What elements are most effective in conveying the song's message? They can write one sentence.
	Presentational Mode		Interpersonal Mode
	Polished/Pre-prepared: Search for three prominent Arab's activists involved in social justice and present them in class.		Each group will share a photo related to the social justice topic and express their reactions either verbally or through drawing pictures. Discuss the following images together and explain people's reaction.
	On Demand: Write a summary about what you have learned and express your opinion.		 

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Standards		
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives	
	1. Communication: Working in groups or in pairs. 2. Cultures: Explore how the song is related to Middle Eastern and North African cultures. 3. Connections: Examine how the song connects to other fields such as history, sociology, and psychology. 4. Comparisons: Identify the similarities and differences in the cultures related to the song. 5. Communities: Explain how the song helps students connect with local and global communities, such as through writing a blog or inviting a community speaker.	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	How does the song connect other fields like history, sociology and psychology, to develop critical thinking and solve problems creatively?	They can do research about musical genres and connect music to the issue of equality and diversity.
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Select three concepts related to social justice issues in Arabic and compare them to English	How do these concepts resemble each culture you selected?
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning

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	Students can share the music and the songs they learned with their family and friends	Students use the language to discover music that they can enjoy.
Connections to Other Standards		
Toolbox		
Can Do Statements		
Interpretive	Interpretive Communication Learners comprehend, interpret, and critically analyze audio, and visual content across diverse topics. Example Task: Analyze the song "Bread, Freedom, Social Justice" by Ramy Essam: 1. Pre-listening Activity: Introduce the song and its significance during the Egyptian revolution. Discuss key vocabulary and themes related to social justice. 2. Listening Activity: Play the song and provide a list of key vocabulary words to listen for, such as: ▪ عيش - Bread ▪ حرية - Freedom ▪ عدالة اجتماعية - Social Justice 3. Post-listening Activity: Identify and write down the vocabulary words heard in the song. Discuss the meanings of these words and their relation to social justice themes. Reflect on how the lyrics convey messages about social issues and rights. 4. Discussion: Facilitate a discussion on the song's impact and relevance to contemporary social justice issues. Share thoughts on how music can express and address themes related to social justice .	

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Presentational	Presentational Communication Learners convey information, concepts, and ideas to explain, and narrate various topics using media. Example Task: Create a Presentation on "Bread, Freedom, Social Justice" by Ramy Essam: Research and Preparation: Research the historical context of the song and the Egyptian revolution. Gather multimedia elements (lyrics, images, videos) related to the song. Compiling the Presentation: Create a multimedia presentation that includes the song, its lyrics, and relevant historical context. Use (e.g., PowerPoint, video clips). Presentation Delivery: Present the information to the class, explaining the significance of the song and its themes. Q&A Session: Facilitate a question-and-answer session to discuss the song's impact and its role in advocating for social justice.
Interpersonal	Interpersonal Communication Learners engage in spoken, or written conversations to exchange information, share reactions, express feelings, and convey opinions. Example Task: Discuss "Bread, Freedom, Social Justice" Song by Ramy Essam: Pre-discussion Activity: Introduce the song "Bread, Freedom, Social Justice" by Ramy Essam, providing background on the artist and the song's significance during the Egyptian revolution. Discuss the key themes and vocabulary in the song. Listening Activity: Play the song for the students and encourage them to focus on the lyrics and the emotions conveyed. Pair or Group Discussion: Divide students into pairs or small groups. Provide discussion prompts such as: - What emotions did you feel while listening to the song? - How do the lyrics reflect the demands for bread, freedom, and social justice? - Why do you think this song became an anthem for the Egyptian revolution? Sharing Reactions and Opinions:

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	Ask students to share their reactions and opinions with their partners or group members. Encourage them to use specific examples from the song to support their points. 5. Class Discussion: Bring the class back together for a discussion. Encourage students to ask questions and respond to each other's comments, fostering a deeper understanding of the song's impact and relevance. 6. Reflection: Have students write a brief reflection on what they learned from the discussion and how the song's themes relate to contemporary social justice issues.	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
*Expressing an opinion: *Describing: *Identifying & Listing: *Explaining:	Questions: كيف؟ How لماذا؟ Why أين؟ Where متى؟ When نعم أو لا؟ Yes or No? Negation: مَا، لَا، لَمْ، لَنْ. Adjectives: صعب قاس ظالم Prepositions: من إلى عن على ب في	الحقوق الظلم الحرية العدالة الاجتماعية الكرامة المساواة الثورة

Weekly Lesson Plans (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
		The students can activate	Freedom Justices	The teacher will print the	Play a vocabulary game

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Day 1	Vocabulary and lyrics	the vocabulary	Dignity Equality	lyrics and make a vocabulary list	
Day 2	Listening	The students can comprehend the lyrics and understand the main supporting ideas	Freedom Justice Dignity Equality	The teacher will play the music several times.	The students will repeat each line.
Day 3	Group Discussion	The students will discuss the issue of freedom in the song	Freedom Justices Dignity Equality	The students will ask each question about the main theme of the song	They search for more information about the singer.
Day 4	Sing together	The teacher will teach the lyrics to students to sing it	Freedom Justices Dignity Equality	The students will focus on the grammatical structures of the lyrics	Memorizing and recording the song as a group

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Day 5	A short Quiz	Students will answer short five questions like multiple questions, true or false related to the song.	Freedom Justices Dignity Equality	Using Yes, No questions.	Reinforcing and reviewing what they have learned during the week
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Resources	
https://www.youtube.com/watch?v=Y9Re4zJkoQM https://blogs.transparent.com/arabic/xxx/	