UbD Template 2.0 : CATHERINE TANGUIS

GRADE 12 English

LESSON TITLE: The Ghazal: From Disunity to Understanding

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes  [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters  [CCSS.ELA-Literacy.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem  [CCSS.ELA-Literacy.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1. Examine perspectives of other people through analyzing and writing poetry specific to a culture other than their own.  T2. Respect and value diversity in literature among various cultures | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. Literature can express certain beliefs, standards, and habits of foreign cultures.  U2. Those who study literature from a culture other than their own will possess valuable skills in literary analysis, cultural awareness, and critical thinking and writing.  U3. Poetry (and other arts) can be a portal to learning and understanding other cultures.  U4. Poetry (and other arts) can be used as a vehicle to call attention to injustices | ESSENTIAL QUESTIONS  E1. What is the role of the ghazal in Arabic history?  E2. What are the specific characteristics of the ghazal?  E3. What is the significance of poetry that is culturally specific?  E4. What are some of the cultural values expressed in Arabic poetry?  E5. How can poetry and the arts support students on their journey to becoming global citizens? |
| ***Acquisition*** | |
| *Students will know…*  K1.The significance of the ghazal in Arabic literature.  K2. The specific characteristics of the ghazal.  K3. How particular traditions and values of a culture can be expressed through poetry.  K4. The importance of learning about the literature of other cultures and how it can function as a bridge to further understanding.  K5. The relevance of the ghazal in the 21st century. | *Students will be skilled at…*  S1.Analyzing Arabic poetry for specific cultural and literary content.  S2. Creating an original ghazal.  S3. Using multiple forms of technology to locate sample ghazals and to aid in publication of work. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Provides thorough research on the assigned topic, culminating in a written report with bibliography. 2. Demonstrates well-researched, accurate and informative knowledge through engaging and informative presentation. 3. Provides evidence of thorough research through written description of a relevant problem facing assigned country. 4. Shows understanding of both the conventions of the ghazal form and burning issue thorough creation of an original ghazal . 5. Demonstrates understanding of ability of art as a vehicle to call awareness to a social, political, economic or environmental issue through performing original ghazal to a larger audience. | 1. **Jigsaw Activity:** Students will be divided into 5 person jigsaw groups, diverse in terms of gender, race, ethnicity and ability. Each student will be assigned one of the following to research online and to prepare a presentation for group:   the history of the ghazal, the ghazal form, ghazal style and language, ghazal  themes, ideas, and attitudes (traditional and contemporary), and ghazal  masters (traditional and contemporary) Students will work collaboratively with  members of other groups with same topics.   1. **Ghazal Poets Presentation:** In groups of three, students will be assigned a   traditional or contemporary ghazal poet to research and prepare a well-developed Prezi presentation on, presenting a brief biography and introducing at least three of his/her ghazals.Use pictures and music to enrich the Prezi. Ghazal Poets include: Rumi, Hafiz, Simin Behbahani, Jagit Singh, Agha Shahid Ali, Adrienne Rich, Marilyn Hacker   1. **Global Issue Challenge:** The students will be assigned a culture to research and determine a pressing problem (social, political, economic or environmental) facing that particular culture in 2012-13.   **4. Protest Ghazal Challenge:** The students will create an original ghazal to call attention to that problem , choosing one of the following ghazals from Ghazal Games by Roger Sederat as mentor texts: Ghazal game #3: True or False, Ghazal Game #4 Matching, Martyrs of Iran, Protest Ghazal #1, #2 or #3, or Dramatic Crime Scene Ghazal.  **5.A Gathering of Ghazals:** The students will present their original ghazals to a larger audience as they perform them at an open mic session. | |
| 6. Shows understanding of global perspectives and their roles as global citizens. | OTHER EVIDENCE:   1. Observation of groups during research time. 2. Observation of groups during collaboration. 3. Homework Assignments. 4. Journal entries. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Lesson Grabber:** Students will listen to student performances recorded from Bloggie posted on Youtube of “Hip Hop Ghazal” by Patricia Smith and “On the Prayer Mat of Violence and Aggression” by Simin Behbahani. Students will have copies of both poems. [CCSS.ELA-Literacy.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/)  **Poetry Pairing and Post-It Activity:** Students will read and discuss excerpt from the article [“Why Afghan Women Risk Death to Write Poetry,”](http://www.nytimes.com/2012/04/29/magazine/why-afghan-women-risk-death-to-write-poetry.html) by Eliza Griswold . Students will read the excerpt and post one question, quote or comment from either of the two poems or article, writing it on a post it note, then posting on the board. A classroom discussion of the postings will follow. [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/)  **Group Protest Ghazal Step 1:** Students will be given an article on recent attempts by countries such as Iran and China to censor Google. After reading the articles, the students will be briefly introduced to the thematic evolution of the ghazal to include themes beyond romantic longing as well as the defining characteristics of the ghazal. [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/)  **Group Protest Guzzle Step 2:** In a large group, the class will decide what the radif (the refrain) is going to be, then decide the qafia (preceding rhyme). The students will then work in pairs to create couplets. When completed, the couplets will be written on the board to create the group ghazal. [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/)  **Jigsaw Activity:** Students will be divided into 5 person Jigsaw Groups, diverse in terms of gender, race, ethnicity and ability. Each student will be assigned one of the following topics to research and present to group: the history of the ghazal, the ghazal form, ghazal style and language, ghaza themes, ideas, and attitudes (traditional and contemporary), and ghazal masters (traditional and contemporary) Students will work collaboratively with members of other groups with same topics.(Students can use Pinterest to locate resources) [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/); [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/)  **Ghazal Poets Presentation:** In groups of three, students will be assigned a traditional or contemporary ghazal poet to research and prepare a well-developed Prezi presentation on, presenting a brief biography and introducing at least three of his/her ghazals, using pictures and music to enrich the Prezi. Ghazal Poets include: Rumi, Hafiz, Simin Behbahani, Jagit Singh, Agha Shahid Ali, Adrienne Rich, Marilyn Hacker. [CCSS.ELA-Literacy.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/); [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/);  **Global Issue Challenge:** The students will be assigned a culture to research and determine a pressing problem (social, political, economic or environmental) facing that particular culture in 2012-13. (Students can use Pinterest to locate resources)  [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)  **Protest Ghazal Challenge:** The students will create an original ghazal to call attention to that problem , choosing one of the following ghazals from Ghazal Games by Roger Sederat as mentor texts: Ghazal Game #3: True or False, Ghazal Game #4 Matching, Martyrs of Iran, Protest Ghazal #1, #2 or #3, or Dramatic Crime Scene Ghazal. At this point, students will receive a packet on the ghazal to aid with creation of individual ghazals. During this period, the students will read and discuss several sample ghazals from packet. [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/); [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/); [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/)  **A Gathering of Ghazals:** The students will present their original ghazals to a larger audience as they perform them at an open mic session. [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) | | |