



2021 NEH A Reverence for Words:
Understanding Muslim Cultures through the Arts

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School: United Nations International School

Grade(s): T3/T4 (11th/12th) - IB English Language A Literature

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Overview - 1 paragraph on what unit will cover, including culminating project:

Through a study of Forugh Farrokhzad’s poetry, Literature students will explore topics of translation, representation, authorial choice, and biographical/cultural influence. In addition to continuing their practice of close-reading and annotation skills, students will also be introduced to issues and challenges related to translation. Finally, students will also explore Farrokhzad’s biography and the cultural and literary milieu of Iran and Persian poetic tradition, all while unpacking the influence of those topics on the poetry itself. The summative assessment will allow students to demonstrate their abilities of translation, transformation, and moderated discussion.

Inquiry Question(s) - open-ended question/s that guide student inquiry in this unit of study

- What is the function of metaphor in language and communication?
- What are the key characteristics of a writer’s STYLE and how do they reflect and create meaning?
- What are the limitations and barriers inherent in language when translating issues both personal (like intimacy, sexuality, and identity) and global (like culture, history, and community)?

Time Frame - 15 Lessons in Total -

Intro to Farrokhzad Unit --- Translation Activity w/ “Inaugurating the Garden”	Translation Activity Continued w/ Farrokhzad Contextual Review	“Sin” - Close-Reading and Comparing Translations	Documentary Viewing: “Only Voice Remains” (2019)
::Student Reflections on SIN Poetry selections:: Day 1 -- Small-group & Individual Journal sharing	::Student Reflections:: Day 2 -- Discussion Groups w/ IB Concepts (Communication, Culture, Identity)	Interlude-- Reading Faiz	::Student Reflections:: Day 3 -- Discussion Groups Present Findings

Interlude-- Conventions & Traditions in Persian Poetry	IB Concept: Creativity Farrokhzad & Persian Poetic Tradition	Final Discussion & Reflections!!! Creative Writing Workshop	Project Workshop w/ Conferences
Project Workshop w/ Conferences	Project Workshop w/ Conferences	FINAL PROJECT SHARING & COLLECTIVE READING	

Projects - Over the course of 15 sessions, students will complete the following:

1. **(Formative)** - Students will practice close-reading, annotation, and reflection in response to selections of Farrokhzad's poetry. These will take the form of an ongoing **reading journal, informal presentations, student-led discussion,, and on-line discussion posts.**
2. **(Summative)** - Students will create a final project that collates three distinct pieces: a translation, a transformation, and an analysis.
 - a. The translation piece will see students translate a piece of poetry and provide a rationale for their translation choices. ****To be shared in a communal reading space!!!****
 - b. The transformation piece will see students "adapt" a Farrokhzad poem into another form--visual, aural, literary, etc.--and provide a rationale. ****To be displayed!!!****
 - c. The final analytical piece will be a collaborative recorded discussion comparing Farrokhzad's work to another unit of study.

City Lore Tools - check the tools you will be using in this unit:

- Interviewing/Guest Artists Interpreting & analyzing artifacts & objects
 Close listening/observing Gathering, collecting & documenting materials
 Virtual Field trips Journaling
 Sharing in school and/or community setting

INSTRUCTIONAL PLAN

#	Lesson Title	Content and/or Skill	Journal Prompt and/or Assignment
1	Intro to Farrokhzad Unit --- Translation Activity w/ "Inaugurating the Garden"	<ul style="list-style-type: none"> - Translation of "Inaugurating the Garden" 	Students will follow the Poetry Inside Out prompts
2	Translation Activity Continued w/ Farrokhzad Contextual Review	<ul style="list-style-type: none"> - Continued translation activity, with comparisons to other established translations 	Journal #1 - Process Reflection on translating the poem
3	"Sin" - Close-Reading and Comparing Translations	<ul style="list-style-type: none"> - Close-reading and annotation of "Sin" - Comparison of multiple translations 	##
4	Documentary Viewing: "Only Voice Remains" (2019)	<ul style="list-style-type: none"> - Introduction to Farrokhzad's biography 	Journal #2 - Read two contextual articles on Farrokhzad; reflection on how the biography impacts reading of ".Garden" and "Sin"
5	::Student Reflections on SIN Poetry selections:: Day 1 -- Small-group & Individual Journal sharing	<ul style="list-style-type: none"> - Students will have close-read and annotated selections from <i>SIN</i> for homework over the last few days 	Journal #3 - Reading Journal prompts--Choose 4 poems and complete the analytical prompts. In small groups, share your annotations and reflections
6	::Student Reflections:: Day 2 -- Discussion Groups w/ IB Concepts (Communication, Culture, Identity)	<ul style="list-style-type: none"> - Continued reading of Farrokhzad poems through the lens of IB CONCEPTS of Communication, Culture, and Identity 	In small groups, discuss the application of your assigned IB CONCEPT to at least THREE (3) Farrokhzad poems. Be prepared to share out your findings with the class!
7	Interlude-- Reading Faiz	<ul style="list-style-type: none"> - While Concept groups continue working on IB presentations, we'll take an interlude to read some Faiz poems. 	As a contemporary of Farrokhzad, how do we see parallels between these two poets? How are they distinct from each other and why?
8	::Student Reflections:: Day 3 -- Discussion Groups Present Findings	<ul style="list-style-type: none"> - Presentations of Concept analyses 	Journal #4 - Reflect on Farrokhzad's poetry: which poems resonated most with you? What about her style do you find interesting? How does her work capture certain global or social

			issues?
9	Interlude-- Conventions & Traditions in Persian Poetry	<ul style="list-style-type: none"> - Crash course in Ghazals and the Qasida, with some creative writing activities - Use of Hafez and Ghalib resources as exemplars 	<p>Students will read some Hafez and Ghalib</p> <p>Students will review conventions of Ghazals and the Qasida</p> <p>Students will practice writing original ghazal lines</p>
10	IB Concept: Creativity Farrokhzad & Persian Poetic Tradition	<ul style="list-style-type: none"> - Continued exploration of classical Persian poetry - Situating Farrokhzad in that tradition 	Discussion: though Farrokhzad (and Faiz) are distinctly modern Persian poets, (how) do you see elements of the classical tradition in their work?
11	Final Discussion & Reflections!!! Creative Writing Workshop	<ul style="list-style-type: none"> - Final comments on Farrokhzad - Transformation workshop 	Activity: in the same way that ghazals and qasidas were meant to be sung or transformed into works of visual art, students will engage in various transformation prompts using Farrokhzad lines--music, drawing, calligraphy, illuminated manuscript activity, etc.
12 - 14	Project Workshop w/ Conferences	Assignment of project and workshop time	##
15	FINAL PROJECT SHARING & COLLECTIVE READING	Final sharing of transformation! Poetry reading of translations! Recorded Discussions prompt!	##

Vocabulary specific to the unit of study:

Vocabulary:	Definition:
Ghazal	Via PoetryFoundation
Qasida	Via Wikipedia
Monorhyme	a poem in which all the lines have the same end rhyme

Books, articles, videos or other media you plan to use:

References:
S/N - Collection of poems by Forugh Farrokhzad, trans. Sholeh Wolpe

Context:

["Feminize Your Canon: Forough Farrokhzad" - Paris Review](#)

["Overlooked No More: Forough Farrokhzad, Iranian Poet Who Broke Barriers of Sex and Society" - NY Times](#)

[ONLY VOICE REMAINS - 2019 short biographical documentary](#)

Literary Criticism:

"The Woman Who Sings No, No, No: Love, Freedom, and Rebellion in the Poetry of Forough Farrokhzad" - John Zubizarreta

"Love and Sexuality in the Poetry of Forough Farrokhzad: A Reconsideration" - Farzaneh Milani

"Forough Farrokhzad: Her Poetry, Life, and Legacy" - Jasmin Darznik

POETRY INSIDE OUT: Translation Exercise on "Inauguration of the Garden"

Divan-e Ghalib via Dr. Pritchett (Columbia) --

http://www.columbia.edu/itc/mealac/pritchett/00ghalib/ghazal_index.html