



Sarah Monnerat--Draft

# LESSON PLAN

School Year: **2021-2022** Grade: **11<sup>th</sup>, 12<sup>th</sup>** Time length: mins

Lesson # (i.e. 1 of 10): **(Several lessons, different topics.)**

**Lesson Title:**

*Brief description of the lesson:*

*Given the courses I'm currently teaching, rather than devise one or several major units, I will have instead to expand some of my current lessons and use what I have learned in the seminar in discrete smaller units (or additions) in various slots—both in content and in the courses.. In some cases, I hope to prepare an interdisciplinary project with history, art, and even math teachers (all of whom are similarly engaged in one way or another in decolonizing the curriculum).*

**OBJECTIVE:** *What is the purpose of learning this? How does it connect to a Big Idea?*

I'd like to reinforce to the students that the world is much bigger than our past teaching in silos would suggest, and the past as Faulkner said is neither dead nor even past. (They may sense this already in some units: the Dirty War in Argentina, the Spanish Civil War.) With the lessons I want to develop, I want them to see particularly the continuing (and glorious) influence of Islamic culture and arts in Spanish language and culture.

Ideas:

- Literature study of Iberoamerica to begin with *jarchas* instead of ballads (romances) as I do now.
- Tracing words of Arabic origin in contemporary Spanish (I do this as we go along anyway but I'd like to try something more systematic.)
- Extend the study of Lorca to reflect not only his reworking of the popular ballad form (in *Romancero Gitano*) to his ghezas (gacelas) and qasidas (casidas) in his *Divan del Tamarit* (which I've just discovered as a result of this seminar...)
- Expand my usual introduction on the Roma ("gitanos") to use kathak and show its influence on flamenco ( level of arms, percussion with feet, circular movements of hands and arms, etc) [Comment/compare in passing on Muslim influences in blues and subsequent genres...]
- In addition to poetry/music and dance, explore other Islamic arts, principally architecture and calligraphy
- La Convivencia—explore this period of the interchange and flowering of arts and learning.
- Translation (and expand to consider its wider (artistic, political, etc.) issues. This may be extended to the idea of translating genres (from poem to drama or dance, for example)

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

- Arabic letter blocks
- Illustrations of various scripts of Arabic calligraphy
- Study of Alhambra: honeycomb (*muqarnas*), Persian garden and water/canals, calligraphy—/use also the little boxes from Cordoba in the Met's collection (images)
- The Met's three lectures on La Convivencia (!)

<https://www.metmuseum.org/metmedia/video/lectures/christians-jews-muslims>

--Calligraphy today: elSeed (with background also on Ay Sayeed and *El Cid*)

**ENGAGEMENT:** *How will you initially engage students' attention?*

Always, music as they come in... but it will depend a little on the lesson/course.  
Phrase or proverb or image projected as they enter

**MODEL/DEMONSTRATION:** *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

Each of these will depend on the topic and the course. But, basically, all of the above...

**GUIDED PRACTICE:** *How will students practice the new learning? How will they be guided?*

In calligraphy, they will write their own phrase (or proverb or "modismo"/idiom) or at least their name... (participation of math dept.)  
Translation (using both explosion and the Bard techniques)

**INDEPENDENT EXPLORATION:** *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

Again, this will vary depending on the topic. I know I will jigsaw articles, and will "enter" a topic with an object (or an image of an object)—specifically at the moment, I'm thinking of the Cordoba scent boxes (?) with calligraphy.

**SHARE/CLOSURE:**

*How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?*

Project presentations

Students will probably be asked to investigate one topic (in pairs, possibly) and report back to the class/lead a class/demonstration).

Translation: They may be asked to design a Bard-like site (on a Google Doc?) on a poem of their choosing, or from one of Lorca's (above).