

Lesson Plan by Teaching Artist: Maha Gebara
Teacher: Lary Barilleau

International Performance Class
Hamilton International Middle School December 2008

SOCIAL STUDIES EALRS

History

- 4. The student understands and applies knowledge of historical thinking, chronology, major ideas and themes in world history in order to evaluate how history shapes the present and future.**
 - 4.3 *Understands that there are multiple perspectives and interpretations of historical events.***

ARTS EALRS

2. The student demonstrates thinking skills using artistic processes.

- 2.2. Apply a performance process in the arts:
 - **Identify** audience and purpose.
 - **Select** artistic work (repertoire) to perform.
 - **Analyze** structure and background of work.
 - **Interpret** by developing a personal interpretation of the work.
 - **Rehearse, adjust, and refine** through evaluation and problem solving.

3. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

To meet this standard the student will:

- 3.1. Demonstrate and analyze the connections among the arts disciplines.
- 3.2. Demonstrate and analyze the connections among the arts and other content areas.
- 3.3. Understand how the arts shape and reflect culture and history.

Lesson Plan Outline for the Week

Day 1-

1. Introduce self, Nationality. Discuss the Arab World, focus on Lebanon, Palestine , map and some photos.

Take home message:

a. Arab world is made up of diverse cultures, Who is an Arab? Commonality is the language, history and culture. **Iran, Afghanistan, Pakistan and Turkey are not Arab countries**, because their first language is not Arabic, they are Muslim countries.

Middle East-includes Iran, Turkey, Israel, Afghanistan.

b. Are Arabs a Race? No, there are blonde and Blue eyed Arabs, dark, white skinned etc. Commonality is history and culture.

b. While Islam is the biggest religion, there are millions of Christian Arabs and thousands Jewish Arabs.

c. Lebanon is an Arab Country, whose president is Christian. Main religions, Christianity and Islam. Lebanon is part of the holy land, and Jesus's first miracle is said to have happened in Lebanon.

d. Long History- Phoenicians invented the alphabet.

2. Introduce the Dance- Dabke, its origins, what does it symbolize-

Take Home message

a. This dance is common to the areas of Lebanon, Palestine Syria and Jordan, similar dance in Iraq.

b. It represents the coming together of community. Dance also represents pride in ones culture and identity.

3. Teach a simple version of the 'First' Dance- Ala Dalonah

Goal-

A. Learn the dance, synchronized, rhythmic dance, similar and different roles for girls and boys

B. Experience the feeling of this community dance, boys and girls holding hands.

C. The line leader called the 'Lawih', how he shows off!

4. Words of the Day:

Dabke, Lawih (**dance leader** identifiable by his holding a white scarf leading the men in dance).

Day2-

1. The Story of Dabke, its origins. The first Dabke thought to be Dalonah, derived from Al-onah meaning neighborly cooperation.

2. This dance embodies the spirit of co-operation whether in neighbors helping each other in building or repairing each others homes, harvest or weddings and celebrations.
3. Words of the day- Hello (Marhaba or Salaam), Bye bye (Ma Salama), Mother (Om), Father (Ab), Dabke, Al-Onah
4. Begin teaching Dabke dance:
 - a. 6th graders- Ala Dalonah (Song and dance common to whole region)
 - b. 7th graders- Wayn A Ramallah- teach song and dance (Palestinian)
 - c. 8th graders- Jabalieh (Lebanese)

Day 3

1. Words of the Day-

Quiz on yesterday's (students did well) .

New words:

Yalla (come on, lets go), One (wahad), Two (Ithnein), Three (Thalatha), Four (Arbaa).

2. Focus more on dance, now on stage.

Day 4-

1. Words of the Day- Numbers 5-10, and quiz students on the main concepts and words they have learnt so far.
2. Talk about Stereotypes and how that could be damaging., using positive images, stressing community, and how dancing brings people together.
3. Dance and song

Day 5

1. Putting the show together, discuss presentation on stage, professionalism and expectations.
2. Afifi- a story teller works with the 7th graders on an Arabic Tale, a famous story character fool/Wiseman called Jeha.

Take home message- Can't please every one

3. More Dance practice- Discuss musicians coming tomorrow-
Words of the Day- Oud and Nay- Arabic instruments

Day 6

1.5 hours dress Rehearsal- Costumes provided by Beth Mahmoud and Maha Gebara

Assembly- 1 hour

1. Introduction- Lary, Sabine (Nationality, experience, Arabic words, her costume), Maha, musical Introduction by band
2. Dance 1- 6th Graders: Story of Dabke followed by dance Ala Dalonah
3. Arab American Poetry – 8th graders, organized by Beth Mahmoud.
4. Dance 2- 7th Graders: Introduction by Maha followed by Wayn A Ramallah, sung and danced by 7th graders with band.
5. Story of Jeha- Afifi and 7th graders
6. Fashion Show- 8th graders with Beth and Maha
7. Arab American Poetry
8. Dance 3- 8th graders- Jabalieh

Students were incredible!