ARAB WORLD MIDDLE SCHOOL RESOURCE KIT
INTRODUCTION

“Languages are the bedrock of the world’s cultural heritage. Every language offers a rich and unique insight into different ways of thinking and living as well as into the history of the myriad of cultures and peoples across the globe.”

-British Council, Languages for the Future

In 2015, Qatar Foundation International worked in partnership with the British Council to create the Arabic Language and Arab Culture Education Pack, a document available both in print and digitally. It offers primary school teachers in the United Kingdom and elsewhere a rich introduction to the Arab world through lesson plans and other teaching materials.

Expanding on this original vision, Qatar Foundation International has tailored the Education Pack into an updated Arab World Resource Kit, targeting elementary classrooms in the United States. From there, the kit has been further expanded and edited to the version you see now, with resources tailored to a middle school audience. In addition to providing middle school teachers and students an introductory background to the history and geography of the Arab world and the basics of the Arabic language, this kit provides Common Core standards-aligned lesson plans in Mathematics and English Language Arts as well as History and Social Studies, which teachers can use as stand-alone activities or integrate into their existing curriculum. Beyond the standards, you will find a “taste” of the vibrant and multi-layered Arab culture--from Arab contributions to science and technology, to contemporary and traditional Arab music, to popular dishes from Arab cuisine.

The Arab world is a fascinating, diverse geographical region stretching from southwest Asia to northwest Africa. It has an immensely rich culture and history and one of the world’s great languages that is spoken by more than 300 million people. Yet there are few resources that provide background on this part of the world for a middle school classroom. Explore this whole kit, or go straight to the sections that fit your classroom interests and needs, which can be accessed individually. However you use it, we hope that this resource can serve as the beginning of your and your students’ journey into a language and culture that hold much significance in the world today.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>AN INTRODUCTION TO THE ARAB WORLD</td>
</tr>
<tr>
<td>13</td>
<td>AN INTRODUCTION TO THE ARABIC LANGUAGE &amp; THE ART OF CALLIGRAPHY</td>
</tr>
<tr>
<td>26</td>
<td>MATHEMATICS, PATTERNS, &amp; THE ARAB WORLD</td>
</tr>
<tr>
<td>32</td>
<td>CELEBRATIONS, FESTIVALS, &amp; DAILY LIFE FOR YOUNG PEOPLE ACROSS THE ARAB WORLD</td>
</tr>
<tr>
<td>36</td>
<td>HISTORY &amp; CULTURE IN THE ARAB WORLD THROUGH LITERATURE</td>
</tr>
<tr>
<td>42</td>
<td>MUSIC FROM THE ARAB WORLD</td>
</tr>
<tr>
<td>46</td>
<td>FOOD FROM THE ARAB WORLD</td>
</tr>
</tbody>
</table>
The following introductory lesson will give students a taste of Arab culture, and is appropriate to use by itself or as an introduction to other activities and lessons in this Resource Kit.

**COMMON CORE STANDARDS**

CCSS.ELA-LITERACY.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LISTENING ACTIVITY

Begin by telling students that today we are going to find out about the Arab world, where the main language spoken in each country is Arabic. Ask students if they have ever heard any Arabic.

As a first introduction to the Arab world, show your students the music video for the song “as-salaamu ‘alaykum” by popular Egyptian singer Hakim, set in a busy city in Egypt.

Have students listen to the traditional greeting they have just heard repeated in the video: as-salaamu ‘alaykum (“Peace be with you!”) and its response wa ‘alaykum as-salaam (“And also with you!”) and then have them practice saying it to each other as a class and then in pairs. If you have any Arabic speakers in class, invite them to help you present this greeting and prepare some other short phrases in Arabic to teach the class and translate.

You could just have students listen and/or watch the video a second time, or here are some additional ideas for how you might use the video to begin to discuss Arab culture with your class.

Suggested Activities

• Have students count how many times they hear the phrase “as-salaamu ‘alaykum” in the video. Why do you think this phrase is repeated so many times? (For example, it is repeated every time the singer takes on a new role; he is greeting people; he is welcoming people to the city; etc.)

• Have students observe the different professions that the singer takes on in the video, and try to make a list of them as a class. (Mechanic, cafe worker serving coffee and tea, doctor in the hospital, ticket taker on the bus, bus driver, gas station attendant, food delivery person, traffic officer).

• Have students notice things that look different from how they are in their own town or city, and talk about similarities and differences. For example, what is the cafe like, compared to cafes they’ve been to? How do people pay for the bus in the video, and how is this similar to or different from buses students have been on? How does the singer deliver food in the video, and is this like a delivery the students have seen before? How is traffic controlled in the video, and what happens at the end? How is this similar to or different from traffic students have seen before?

• Think about the concept of Salaam, the Arabic word for Peace. Do you like the idea of using the word as a greeting in everyday life? How do you think people you meet would feel if wishing them peace is the first thing that you say to them? How would you feel if you received this greeting often? If inspired, write a short poem titled “Assalamu Alaykum” using your reflections, or a brief essay explaining your thoughts.

• Students may have noticed that one of the central themes in this video is a romance between the singer and a woman. Students may have seen music videos in English before in which the theme was a romance. How does this romance compare to romantic videos in English they may have seen? (Think about how the two characters interact--do they touch each other? Do students think they know each other? Why or why not?)
AN INTRODUCTION TO THE ARAB WORLD

VISUAL ACTIVITY

Introduction

The slides included in this activity can be shown to your class as a good visual way to introduce students to the Arab world.

You can read the text that follows aloud before or during the slideshow, or you can use it simply as background information before presenting the slideshow to the class.

Over 300 million people around the world today speak Arabic as their first language and today we are going to find out a little more about the culture and history that unite these millions of people. According to UNESCO, there are currently 22 countries in the Middle East and North Africa where Arabic is an official language, and it is these countries that constitute the Arab world.

Many other countries also use greetings and expressions, like “as-salaamu ‘alaykum,” which come from Arabic, because Arabic is the language of the Qur’an, Islam’s holy book, and Islam is widely practiced in non-Arab countries. In fact, the majority of Muslims do not live in the Arab world but in South and Southeast Asia.

Although Arab countries share many commonalities, the Arab world is extremely diverse in terms of culture, religion, and even language. Even though Arabic is the official language of each country in the Arab world, other languages are spoken too. In addition, the Arabic language itself can sound very different depending on which country or region you are visiting, as there are many differences in dialects and accents.
VISUAL ACTIVITY SLIDES 2/3
Map: Ask These Questions

- Can you recognize any of the Arab countries highlighted on the map? Perhaps some of you have visited these countries or have friends and family who live there.
- Do you know the names of any countries where Arabic is the major language? Do you know the names of any of the countries on the map? Have students point out some of the major bodies of water on the map, such as the Atlantic Ocean, the Mediterranean Sea, the Nile, the Tigris and Euphrates Rivers, etc. (Teachers, note that if students answer Iran, Turkey, Afghanistan, or other non-Arab countries, this is a good opportunity to talk about how these countries are not Arab because Arabic is not one of the major languages there.)

Now show your students the labeled map of the Arab world on slide 3. These are the member countries of the League of Arab States, a regional organization formed in 1945 that focuses on the economic and political interests of the Arab world. Have the class repeat after you the names of these countries:

- Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen
There are many famous landmarks in Arab countries. Do you recognize any of these? Have you or other members of your family traveled to see them? Within the visual activities, you will find a set of landmarks available as a slideshow, and descriptions of these landmarks that you can share with your students.

**The Great Sphinx, Giza, Egypt**
- The pyramids were built over 4,000 years ago to house the remains of the pharaohs who ruled over Ancient Egypt. They are guarded by the Great Sphinx — a mythological creature with the body of a lion and the head of a person believed to be the pharaoh Khufu. Archaeologists believe the Great Sphinx to be one of the largest and oldest statues in the world. The eyes on the face alone are six feet tall, and the ears over three feet tall!

**Al-Haram Mosque (Grand Mosque), Mecca, Saudi Arabia**
- It is the largest mosque in the world and surrounds one of Islam’s holiest places, the Kaaba. The Kaaba is a cube-shaped building, draped in a silk and cotton covering. Every year millions of Muslims travel to Mecca to complete the Hajj, or pilgrimage. The journey is one of the five pillars of Islam, central to the faith. It is a spiritual pilgrimage that every adult Muslim tries to perform at least once in their lives, if they can afford to and are physically able to make the journey.
**Petra Jordan**

- *Petra in Jordan* is an ancient city located between the Dead Sea and the Red Sea. The city is half human-constructed and half carved into the rock. It is often referred to as the Rose City because of the pink color of the rock. Petra is famous for a water system built to supply water for 30,000 people and gardens, and you might also recognize it from the movie *Indiana Jones and the Last Crusade*!

**Baalbek Lebanon**

- A World Heritage Site is at *Baalbek in Lebanon* which has beautiful examples of the remains of Roman architecture including aqueducts, roads, and a grand temple of Jupiter. There are also many other examples of Roman architecture in other parts of the Middle East and North Africa, like Palmyra in Syria, Leptis Magna in Libya, Jerash in Jordan, and El-Jem in Tunisia.

**Burj Al Arab Jumerirah Dubai**

- Two modern landmarks can be found today in Dubai, United Arab Emirates (UAE). The luxurious *Burj Al Arab Jumeirah Hotel in Dubai* opened in 1999 and is famous for its sailboat shape on an island in the sea. A fun fact is Andre Agassi and Roger Federer actually had a tennis match in 2009 on its helipad.
AN INTRODUCTION TO THE ARAB WORLD

VISUAL ACTIVITY SLIDE 9
Landmarks (Continued)

• Another site, at 828 meters high (about half a mile, or seven and a half football fields!) is the Burj Khalifa Tower, which is currently the world’s tallest building and contains an elevator with the longest travel distance in the world up to its 160 stories! Did you know that a scene from Mission Impossible Ghost Protocol was filmed there?

Suggested Activities

• Ask students to draw a picture of themselves on an imaginary visit to one of these sites. Their picture should include the name of the site and the country where it is located as well as a description of what they did there.

• Ask students to write about going on a visit to one of these sites: how would they get there, who would go with them, what would they see and hear and experience at the site, etc. The format could be a story, an essay, or a letter to a friend.

• Do some research on your chosen site and then write five tweets describing the highlights of your trip. Be sure that each tweet is 140 characters or less.

• Ask students to choose one site and look closely at its photograph, then brainstorm and write down adjectives describing it. The students can then use these adjectives, using connectiong words and a few nouns to write a poem about this site.
VISUAL ACTIVITY SLIDE 10

Inventions and Discoveries

Did you know that during the Middle Ages there was a Golden Age of inventions and discoveries in the Arab world that shaped how we live today? This was roughly between the 8th and 13th centuries CE. Discoveries made then include windmills, early cameras, toothbrushes, and even coffee. One story told about the invention of coffee is that an Arab goat herder discovered that coffee beans gave his goats a boost of energy, so he boiled the coffee berries to make a version of the drink we know today.

Great emphasis was placed on learning and scholarship at the time, and there was a keen interest in science, astronomy, and medicine. Large libraries were built in cities and a woman called Fatima al-Fihri in Morocco founded the first university. Hospitals were built providing free care for anyone who needed it, and a surgeon called al-Zahrawi designed and made surgical instruments like those used today. He also discovered that catgut (dried fibers from animal intestines) could be used for internal stitches as it dissolves away naturally. Apparently, he found this out when his monkey ate the strings (made of catgut) from his lute and they dissolved inside him! An engineer called al-Jazari also built an amazing clock in the shape of an elephant. It was more than 20 feet high, decorated with dragons and moving people and powered by falling metal balls and a hidden water system.

Suggested Activity

- Have students research the famous historical figures mentioned (Fatima al-Fihri, al-Zahrawi, al-Jazari) and use a non-traditional format, such as a “pop-up house book” presentation, to report about one or more of these figures and what they are known for. Check out these cool “Research Report” ideas on Pinterest for inspiration!
LANGUAGE ARTS ACTIVITY
Storytelling: Joha, the Wise Fool

Joha (also spelled Juha, or Goha) is a folkloric character in Arab culture. As part of the oral storytelling tradition, there are many stories and jokes about Joha, and most of them illustrate his silliness or stupidity. At the same time, many Joha tales speak of his wisdom—behind the façade of foolishness is some sensible judgment or assessment of a situation. He is often accompanied by his donkey, who usually is part of the story. Ask almost any Arab about Joha and he or she will know some stories about Joha’s funny escapades or his nuggets of wisdom. That’s why Joha is often referred to as a wise fool.

* Note that Joha is a fictional character. Many other world cultures also have a wise fool personality in their folkloric traditions.

The following link features a short play, “The Five Senses,” based on one of the Joha stories. It involves three characters and minimal props.

Suggested Activities

• Print the play and hand it out to the class. Have everyone read it silently.

• In an appropriate way, choose three students to play the characters. Ask them to read with a lot of emotion and dramatic flair!

• At the end, ask how they would have solved the problem between Mustafa and Kareema. Did they like Joha’s solution? Why or why not?

• Students who would like to read more about Joha and his stories can check out the link below. You can then ask them to tell some of the stories to the class or to each other, or to make up their own Joha tales.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Download the script

Download more Joha information
AN INTRODUCTION TO THE ARABIC LANGUAGE & THE ART OF CALLIGRAPHY

GLOBAL SKILLS & OUTLOOKS
• Communicating
• Creative thinking
• Developing a positive sense of identity and being open to new ideas

LEARNING OBJECTIVES
• To learn about the main features of the Arabic language and how to greet someone in Arabic.
• To write some simple words in Arabic and explore the art of Arabic calligraphy and ‘calligraffiti’

MATERIALS
• Calligraphy pens/markers or brushes, paints, markers, animal templates, posterboard

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.L.6.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.6.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BACKGROUND INFORMATION

Modern Standard Arabic (or MSA) is the standardized form of Arabic that is understood throughout the Arab world. It is used by much of the written, spoken, and visual news media, as well as in literature and schools.

It is considered to be the formal register of Arabic and is therefore the written form non-native speakers usually study when they are first learning the language. However, just as English varies from country to country, and even region to region in the United States, Arabic has many variations in spoken dialects. These dialects, often referred to as Colloquial Arabic, can vary across the Arab world, so much so that someone from Lebanon may have a hard time understanding someone from Tunisia speaking in his or her dialect. But with the wide reach of television, Facebook, and other modern media, exposure to all forms of Colloquial Arabic is increasing across the Arab world, creating new forms of communication for Arabic speakers--and offering non-native speakers more resources for studying and learning spoken forms of Arabic.
Greetings

Explore with your class the nature of verbal and nonverbal greetings. Why do we use them? (To acknowledge someone, ask how they are, connect with them on a personal level, make them feel special, let them know we care, etc.) How many different greetings do we use in English? (Hello, hi, hey, how are you, a smile, a nod of the head, etc.) Ask your students to demonstrate how they might greet a friend, an elderly relative, their teacher, or the President. How many greetings in other languages do your students know? (Bonjour, buenos días, ciao, etc.) Do they know what they mean in English?

The most common greeting across the Arab world is:

AS-SALAAMU `ALAYKUM!
(PEACE BE WITH YOU!)

And the response is:

WA `ALAYKUM AS-SALAAM!
(AND ALSO WITH YOU!)

Suggested Activity

Listen to the audio pronunciation below. Have your students heard or used this greeting before? (If you have not already done the Introductory Listening Activity, divide students into pairs and encourage them to practice this greeting and response with each other.)
Another common greeting in the Arab world is “HELLO”

MARHABAN!
مرحبا

Although the way you say it varies from dialect to dialect, all parts of the Arab world will understand you if you use the following phrase to ask, “WHERE ARE YOU FROM?”

MIN AYNA ANTA? (Asking a male)
MIN AYNA ANTI? (Asking a female)
من أين أنت؟

And the response, “I AM FROM…”

ANA MIN...
انا من ...

(Possible answers are, “Ana min Michigan, or Ana min Chicago, etc., for both males and females.) Encourage your pupils to practice asking each other where they are from and answering in Arabic.

To complete the conversation, students can use the “PEACE BE WITH YOU” greeting and response again, or they can say another form of goodbye:

MA’ AS-SALAAMA!
مع السلمة!

Suggested Activities

• Have students pretend to be meeting their partner for the first time and asking where they are from. Students can be truthful or creative!

• Teach students the names of countries in the Arab world (in English is fine!) and have each choose a country to be “from,” then have students go around the room and make note of where each of their classmates is from as they practice asking and responding in Arabic.
ACTIVITY A

What’s In A Word?

There are many English words in use today which came from Arabic many hundreds of years ago when Arab scholars were world leaders in science and technology and trade. These words include: algebra, average, calendar, candy, coffee, cotton, magazine, mattress, saffron, sherbet, sofa, sugar, syrup, tambourine, traffic, tariff, zenith, nadir, and zero, to name just a few.

Have you or your students ever heard the names Betelgeuse, Deneb, or Altair? These names of stars in our solar system also come from Arabic, owing to the advances that Arabs made in history in the field of astronomy. Of course, many English words such as radio, television, computer, Facebook, Twitter, mobile (phone), and sandwich have also now entered the Arabic language today.

Suggested Activities

• Share the English words that originated from Arabic with students. Help them understand the meaning of any words that are new to them. Ask them to group the words into different categories. What kind of categories do they come up with? (Mathematics, agriculture, food, spices, furniture, music, names of stars, etc.) What does this tell us about the kinds of things the Arab world shared with the English-speaking world?

• Use the sheet found in the link below, to show students examples of words from many different languages that have entered the English language. Have them work in pairs to discuss which language and country they think each word originates from and then place the word on its country of origin on the map. Can they give reasons for their decisions? Gather the whole class together to discuss whether similar choices were made. Reveal the correct answers and discuss whether they were surprised about any of the individual words and how many have been borrowed from other languages and countries. Have students discuss why languages “borrow” words from each other.

• If you have Spanish speakers, or students who are learning Spanish, in your class, explain that over 4,000 words in Spanish have Arabic roots. As you may already know, this is because of the centuries of Arab Muslim rule in Spain (711-1492 CE), which resulted in major influences on the Spanish language. Examples of Spanish words of Arabic origin are aceite (oil, from al-zayt in Arabic), azúcar (sugar, al-sukkar), arroz (rice, aruzz), alcalde (mayor, al-qaa’id), alcázar (citadel or palace, al-qasr), alhucema (lavender, al-khizaama), adobe (mud brick, al-Tuub), and many others. Note that the prefix “al-” is the definite article in Arabic for “the,” which is why many of these Spanish words start with the letter “a.” Have your students research other words in Spanish that come from Arabic and illustrate each one.

Open the worksheet
ACTIVITY B
Writing In Arabic

It may be hard at first for someone who doesn’t read Arabic to recognize the different letters. Like English, the Arabic language has an alphabet, but unlike English, the alphabet consists of 28 letters and is written from right to left.

When Arabic letters are written, they follow rules to connect to each other, just like cursive handwriting in English. Some letters connect and others don’t, and each letter looks just a little different depending whether it is at the beginning of a word, in the middle, or at the end. In the example to the right, notice how the letter ﺚ (like “t” in English) looks at the beginning, middle, and end of a word.
ACTIVITY B
Suggested Activities

• Have students refer to the alphabet chart. Have them practice saying the letters of the alphabet in alphabetical order, remembering to read the chart from right to left! If they are enjoying making these new sounds, have them work in pairs where one person makes the sound of a letter and the other person has to point to that letter on the chart.

• Have students practice saying and writing the Arabic words below, first tracing over them and then carefully copying them, remembering to move their pens or pencils from right to left and including the dots (which are an important part of the letters!).

Click on the Arabic word to hear pronunciation

بيت ـ bayt - HOUSE
باب ـ baab - DOOR
قطة ـ qiTTa - CAT
كرسي ـ kursi - CHAIR
طاولة ـ Taawila - TABLE
CALLIGRAPHY
Making Art With Words

Calligraphy is a very distinctive and important feature of Arab culture and can be seen in art forms and historical periods across the Arab world.

Explain to your students that the word calligraphy means “beautiful writing” and requires a lot of skill and practice to master in any language. Arabic calligraphy can be found not just in books, but also on many different materials and as a decoration on buildings, pottery, rugs, and furniture. It is a highly valued art form in the Arab world.

Share these images of Arabic calligraphy with your students. By changing the shape and size of the Arabic letters and adding decoration, artists truly make the words look beautiful. The words themselves might be written in gold or other bright colors, and letters and words may be outlined or placed against a background pattern, or inside geometric or floral borders.
CALLIGRAPHY
Suggested Activities

• Discuss why people might choose to produce this “special” writing and encourage your students to create their own enlarged decorated version of one of the Arabic words they have been learning. Provide materials such as calligraphy markers or other markers, pens, or paintbrushes and have them write their word on a piece of stiff paper and decorate around the word with a frame and pattern.

• Use the “Write your name in Arabic tool” in link below or the app titled “madar al-huruf” (available in the app store for tablets and phones) to create an Arabic spelling for each student’s name, print it out, and have the students each copy and create their own Arabic name plate! If you are using the “Write your name in Arabic tool” be sure to start with the spelling of how the name is pronounced, to ensure accurate transliteration into Arabic (i.e., Charlotte would be written “sharlot”). Encourage them to decorate with colors and pattern designs that express their own identity.

• Use the Q wheel (Madar al-Huruf) to write your name in Arabic! Contact QFI to receive physical copies of this exciting tool which you can use to write any sounds in Arabic without needing to learn the Arabic alphabet.
CALLIGRAPHY
Making Art With Words (Continued)

Some Arabic calligraphers form words into geometric shapes or the shape of plants and animals.

The following calligraphic art was commissioned by Qatar Foundation International to celebrate the fifth year of Arabic being offered at Washington Latin Public Charter School in Washington, DC— it is the words of the school logo in the shape of their mascot, the lion. Click below for other examples of calligraphy from the Saudi Aramco image collection.
CALLIGRAPHY
Suggested Activity

Have students come up with an animal and a sentence of 8-10 words or so that describes that animal. Then ask them to create an outline of one of the animals (they could copy from images found in books or online, draw from their imagination, or use the templates for lion, mouse, bird and deer included here) They can then fill in the outline of the animal with their sentence about the animal, in the style of Arabic calligraphy, even though they are using English--remind them to play with the size and shapes of the letters, or even create the outline of the animal using the letters and words if they feel moved to!
CALLIGRAFFITI
Making Street Art with Calligraphy

Calligraffiti is a contemporary art form that combines traditional handwriting with graffiti street art.

With your students, explore and find out more about this new art form and artists, such as eL Seed, who blend Arabic calligraphy and street culture. In 2012 eL Seed finished his largest piece on the minaret of the Jara Mosque in Tunisia. Approved by the town governor and the imam (prayer leader) of the mosque, the art on this minaret spreads a message of unity and tolerance. eL Seed also did a one-week workshop with students of different ages at the Museum of Islamic art in Doha, Qatar. Show your students the following video to get a sense for both how the art is made, and what messages it can carry.

See calligraffiti video
CALLIGRAFFITI
Suggested Activity

Ask your students, what message would they want to see put on a billboard or painted on the side of a building? Brainstorm some ideas as a class, in small groups, or individually. Then, working in either small groups or as a whole class, create your own “calligraffiti” mural(s), using some of the techniques seen in the video or simple markers on posterboard. Make the message in English so that it can be posted and read by others at school, use both languages together, or choose an Arabic word to create and make beautiful.

السلام
PEACE

الحب
LOVE

الأمل
HOPE

الوحدة
UNITY

التعاون
COOPERATION
GLOBAL SKILLS & OUTLOOKS

• Critical Thinking
• Creative Thinking
• Communicating

LEARNING OBJECTIVES

• To learn to count in Arabic from 0-10 and recognize and write the numerals.
• Explore tessellation, shape and symmetry in patterns.

MATERIALS

• Copies of the number cards zero to ten (in Arabic) from this kit. Copies of geometric patterns provided, tracing paper, colored pencils, and markers.

COMMON CORE STANDARDS

CCSS.MATH.CONTENT.7.G.A.2
Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

CCSS.MATH.CONTENT.8.G.A.1
Verify experimentally the properties of rotations, reflections, and translations:

CCSS.MATH.CONTENT.8.G.A.1.A
Lines are taken to lines, and line segments to line segments of the same length.

CCSS.MATH.CONTENT.8.G.A.1.B
Angles are taken to angles of the same measure.

CCSS.MATH.CONTENT.8.G.A.1.C
Parallel lines are taken to parallel lines.

CCSS.MATH.CONTENT.8.G.A.4
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
INTRODUCTION

Mathematicians from Arab history are renowned for introducing a wealth of new learning in the field of mathematics to the west. This includes algebra, the concept of zero, fractions, the decimal numbering system, sine and cosine, and geometry. In fact, the word “algebra” is an Arabic word meaning “the reunion of broken parts,” which describes the functions Algebra performs. For younger students, just knowing that the concept of zero came from Arabic may be enough to show how much our understanding of math owes to Arab civilization!

Suggested Activities

- Introduce to your class the names and symbols of the numbers 0 to 10 in Arabic. Unlike Arabic words, these numbers are read from left to right—that is, the placement of their place value (ones, tens, and hundreds digits, etc.) is the same as that us in the United States. Examples: 932 is ٩٣٢.

- Notice how the numerals are similar to the ones we use in English. The symbols used in English are actually called “Arabic numerals” or “Indo-Arabic numerals” because Europeans learned how to write them from Arabs. Interestingly, the symbols used in Arabic are called “Indian numerals” because they came to the Arab world from India.
To help your students become familiar with the names of numbers in the Arabic world, give each member of the class a photocopied number card and ask them to stand up when they hear their number called out. Once this has been done a few times, split the students into teams. Shuffle up the numbers and give one to every child in the team. Time how long it takes for them to sort themselves into ascending numerical order (any students who don’t have cards can still get up to help their team). Repeat the activity with the next team, going in descending numerical order.

Using the Arabic numerals they have just learned, have your students write the following numbers: current year, age, telephone number, zip code of the school, and the number of students in the class.

Using the Bingo cards, in the link below, have your students practice recognizing the numerals used in Arabic by calling out numbers at random. When a pupil achieves three in a row, they call out “Bingo!” or “Ana!” (Me!) in Arabic.

Supply your students with math problems using the Arabic version of the numerals—try using math problems from the standards you have been working on already in class! If you’re making number line diagrams, have them use the Arabic version of the numerals in a number line. Or have them do multiplication or division, perhaps using fractions, with the new numerals. Have them check answers with each other, and provide the answer using the English version of the numerals before they get the answer in Arabic—so they can see whether their mistake was mathematical or they used the wrong numeral!
Like calligraphy, geometric designs using mathematical shapes, repetition, and symmetry are an important feature of Arab art and culture. Combining just a few shapes can create beautiful interlocking patterns. Many of these shapes repeat regularly, forming complex polygons and star patterns. A shape known as the Arabesque is also based on geometry and symmetry, but it incorporates floral and vegetal motifs.

Suggested Activities

- Show your students some examples of Arab art and architecture decorated with intricate, repeated geometric patterns.
- See the examples on this page and from the Islamic Art website.

Go to online examples
As we have already seen, intricate calligraphy and geometric patterns are frequently used to decorate objects and are an integral part of architecture and buildings. The term “Islamic art” refers not only to religious art but to styles of art particular to predominantly Muslim societies, such as those in the Arab world. Unlike most other religious faiths, Islamic art generally does not use images of people or animals but does include designs of plants and flowers. Secular art is also present in Islamic societies; it uses the main principles of Islamic art and often includes illustrations of animal forms.

Suggested Activities

• Tessellation is an important element of these geometric designs. Provide students with the definition of tessellation (see right) or ask them to discover its meaning by looking at examples of it on the Islamic Art website. (see link on previous page)

• MC Escher, a 20th century Dutch graphic artist who is well-known in the United States, became fascinated by the tessellation he saw in the Alhambra in Granada, Spain and the famous mosque “La mezquita” in Cordoba, Spain. He went on to create many famous tiling patterns, and you or your students may have seen some of the work that was inspired by his fascination with tessellation. You can see some of his work with symmetry and repeated pattern on the artist’s official website.
3

MATHEMATICS, PATTERNS,
& THE ARAB WORLD

TESSELLATION
More Suggested Activities

• Ask your students to point out different shapes and examples of tessellation. You can also look for rotational symmetry. Provide each student with a copy of the geometric pattern from the top link on the right. This complex design is actually based on one simple shape repeated in different ways. Have your students identify the initial shape and find a six-pointed star, a triangle, a large diamond, a hexagon, and lines of symmetry incorporated into the design. Ask them to use tracing paper to trace all the types of 2D shapes and then use markers or colored pencils to shade in the shapes and create a decorative symmetrical pattern.

• Share with your class the pattern instructions from the second link. Your students can then scan their designs and use a paint program to reflect and tessellate their image to create a repeated pattern. Or you can copy and paste in any program (or by hand!) to create the tiling effect.

• Use the “tilemaker” site link to create your own tile and tessellation! With this tool, students can start with a circle and then add circles or lines to create a tile with many different lines of symmetry, which they can then fill in with color and tessellate! They can download their creation.

• Your students can find out more about designing their own complex geometric patterns using activities from the Victoria and Albert Museum and the Metropolitan Museum of Art websites.
CELEBRATIONS, FESTIVALS, AND DAILY LIFE FOR YOUNG PEOPLE ACROSS THE ARAB WORLD

GLOBAL SKILLS & OUTLOOKS
- Communicating
- Developing a positive sense of identity
- Being open to new ideas

LEARNING OBJECTIVES
- To learn about the daily life of children in different countries in the Arab world

MATERIALS
- Copies of children’s letters

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.WHST.6-8.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
BACKGROUND INFORMATION

Although many people in the West associate the Arab world with Islam, this region is in fact home to people from many different religious faiths.

The earliest Christians were from places that are part of the Arab world today, and there continue to be large populations of Christians in many Arab countries. For much of history, Jews have lived throughout the Arab world alongside Muslims and Christians, and some Arab countries still have small Jewish populations. Additionally, there are many branches of both Christianity and Islam practiced across the Arab world, and other religious groups such as the Druze (found in the Eastern Mediterranean). Through the following letters from children in Lebanon, Jordan, and Saudi Arabia, your students can catch a glimpse of the religious and cultural diversity that is present.
LETTER ACTIVITY
“Celebrations and Daily Life”

Explain that you have a selection of letters from young people living in three Arab countries (Lebanon, Jordan, and Saudi Arabia) today, telling us about their lives. They describe many aspects of daily life including what happens during and after school, the holidays that they celebrate, and their favorite foods. Read the letters (either read them aloud or have your students read them independently), from the link below, as a class or divide the class into small groups and hand out a couple of letters to each group. Either as a whole class, or within their small groups, have students discuss and record their responses to the questions on the next page.

Open the letters
LETTER ACTIVITY

Ask These Questions

• What are the names of the children who wrote the letters and what countries do they come from? Can you find where they live on a world map? What, if anything, do you already know about the places they come from?

• What do they particularly enjoy doing?

• What similarities and differences can you see between your lives and theirs?

• What is the most interesting or surprising piece of information you read in the letters?

• If you could ask one of the letter-writers a question, what would it be?

• What do you know now about Jordan, Saudi Arabia, and Lebanon that you didn’t know before reading these letters?

Suggested Activities

• Have your students draft a reply to one of the letters, writing about their own school or daily life.

• Have your students research some of the names or words they may not be familiar with in the letters (e.g., the Musmak Fortress, Al-Mamlakah Center, dabke, knefe, mansaf, etc.)--a Google image search, for example, could provide a lot of information!

• Ask your students to make a short presentation or film about a typical day in their own lives. What would they tell someone who had never been to their town or city about? What would they tell someone who had never been to the United States?
HISTORY AND CULTURE IN THE ARAB WORLD THROUGH LITERATURE

GLOBAL SKILLS & OUTLOOKS
• Communicating
• Developing a positive sense of identity
• Being open to new ideas

LEARNING OBJECTIVES
• To learn about the daily life of children in different countries in the Arab world

MATERIALS
• Copies of children's letters

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
EXPLORING LIFE IN THE ARAB WORLD THROUGH POETRY

“Mimesis” by Fady Joudah

Poetry offers new ways of looking at the world around us. Poems often use metaphors, where an object or an idea is represented by a different one, in order to give us a fresh perspective or a deeper understanding.

The poem “Mimesis,” by Fady Joudah, does just this: the poet makes a parallel between a home and a spider web. He tells us that his daughter does not want to destroy the web because “that’s how others become refugees.” This short but powerful poem is relevant to today’s world, and especially to the Middle East, speaking to the challenges that many refugees fleeing war face at present. Joudah is a Palestinian American poet whose family members became refugees as a result of war, so he has personal knowledge of the refugee experience.
EXPLORING LIFE IN THE ARAB WORLD THROUGH POETRY

Suggested Activities

• Have two different students read the poem out loud to the class.

• Ask a volunteer to explain the main story of this poem. Ask the class, why does the poet’s daughter wait two weeks? Why does she want to preserve the spider’s web? Why does she not like her father’s suggestion? What would you do if this were your bicycle?

• Have some students look up the word “mimesis” in the dictionary. Explain that it is pronounced “my-MEE-sis.” (Dictionary.com defines it as, “imitation of the real world, as by re-creating instances of human action and events or portraying objects found in nature.”) Ask, why do you think Fady Joudah decided to use it as the title of his poem?

• Look up the United Nations’ definition of the word Refugee. In brief, it is as follows: “A refugee is someone who is forced to flee his or her country because of persecution, war, or violence.” Discuss the fuller definition on the UN website, especially why refugees are often afraid to go back home. What kinds of problems do you think refugees encounter when they flee their homes?

• Visit the Amnesty International website about the global refugee crisis. (Note that there are currently 19.5 million refugees in the world.) Look at the list of the top 10 source countries for refugees. Which ones are Arab countries? Which country do you hear a lot about in the news at present?

• Brainstorm ideas of how students can help if some refugees move to their communities or already live there.
HISTORY AND CULTURE IN THE ARAB WORLD THROUGH LITERATURE

LITERATURE ACTIVITY

Alia’s Mission: Saving the Books of Iraq
by Mark Alan Stamaty
(Alfred A. Knopf, 2004)

In this lesson, students engage with a graphic novel created by an American cartoonist depicting the story of Alia Muhammad Baker, the heroic head librarian of the Central Library of Basra, Iraq, who worked tirelessly to save the library’s collection of books during the 2003 war and looting.

The book is relatively short (32 pages) and geared toward young readers, making it easy to incorporate into a larger lesson on historical or contemporary Iraq, or the history and geography of the broader Middle East. The themes in the book include love of and respect for books and the intellectual history and culture they represent; the devastation of war in civilian lives; the value of working together with neighbors toward a common goal; and the individual difference one person can make in achieving a large goal. The illustrations make this book very accessible for readers of many abilities and levels.
LITERATURE ACTIVITY
Prompts Before And After Reading Alia’s Mission: Saving the Books of Iraq

B Ask students to reflect on what they know about war. What images of war have they seen in the media (news, television, movies, social media)? Of course, it is important here to be sensitive to students who have experienced war directly.

A Ask students to examine the scenes in the book depicting war and compare these to images they may have seen before. What looks familiar? What surprises them about the images of war in the book?

B Ask students to reflect on what they already know about Iraq. What are the sources of their information? (News, school, conversations with parents or others, etc.)

A Ask students to write about their impressions of Iraq: what new information about Iraq did they learn from reading this story? What matched what they knew from before? What surprised them? Encourage them to consider visuals from the pictures in the story as well as information in the text.

B Ask students to give a definition of a hero. What attributes does a hero have?

A Have students reflect on the main character, Alia. What adjectives would they use to describe this character? What are her strengths and weaknesses? What are the significant moments in her life, depicted in this story, that have helped her develop as a character? What personality attributes set her up to be the hero of this particular story?

B Prompt students to write about what objects are really important to them. If there was a fire in their house, what would they want to make sure to try to save?

A Prompt students to write about why Alia decided to save the books in the library. What makes books so important that they are worth risking your life to save?

B Read this book as the conclusion to a unit on Middle Eastern history (ancient or modern).

A Have students write a reflection comparing the destruction of the library in Basra with other historical events they have learned about.

B Ask students to reflect on what they already know about Iraq. What are the sources of their information? (News, school, conversations with parents or others, etc.)

A Ask students to write about their impressions of Iraq: what new information about Iraq did they learn from reading this story? What matched what they knew from before? What surprised them? Encourage them to consider visuals from the pictures in the story as well as information in the text.

B What do you think is the importance of libraries in society? Talk about how books can reflect the creative thinking and culture of a country. Why are books important?

A Have students determine what is the most pivotal scene in the book and defend their decision with reasons why.
SUGGESTED READING LIST

Here is a selection of other recommended young adult books (fiction, non-fiction, and memoir) to introduce students to the Arab world, if you would like to expand your classroom or school library! These books are selected by the Middle East Outreach Council (MEOC) each year for their contribution to meaningful understanding of the Middle East.

Where The Streets Had A Name
by Randa Abdel-Fattah
Scholastic Press, 2010

A Little Piece Of Ground
by Elizabeth Laird
Haymarket Books, 2006; originally published in England by Macmillan UK in 2003

The Girl Who Fell To Earth: A Memoir
by Sophia Al-Maria
Harper Perennial, 2012

A Game For Swallows: To Die, To Leave, To Return
by Zeina Abirache
Graphic Universe, 2012

The Compassionate Warrior: Abd El-Kader Of Algeria
by Elsa Marston
Wisdom Tales, 2013

The Arab World Thought Of It: Inventions, Innovations, And Amazing Facts
by Saima Hussain
Annick Press, 2013

Bye Bye Babylon: Beirut 1975-1979
by Lamia Ziade
Interlink Publishing Group, 2012

Great Muslim Philosophers And Scientists In The Middle Ages (series)
Rosen Publishing Group, 2006

Albucasis (Abu al-Qasim Al-Zahrawi) Renowned Muslim Surgeon of the Tenth Century by Fred Ramen

Averroes (Ibn Rushd): Muslim Scholar, Philosopher, and Physician of the Twelfth Century by Liz Sonneborn

Avicenna (Ibn Sina): Muslim Physician and Philosopher of the Eleventh Century by Aisha Khan

Al-Biruni Master Astronomer and Muslim Scholar of the Eleventh Century by Bill Scheppler

Al-Khwarizmi The Inventor of Algebra by Corona Brezina

Al-Kindi The Father of Arab Philosophy by Tony Abboud

The Illustrator’s Notebook
by Mohieddin Ellabbad
Groundwood Books, 2006

For this last title, you will find a very thorough and enjoyable set of lessons and activities to do in relation to this book, developed for middle school students and available from Georgetown University’s Center for Contemporary Arab Studies.

* Click on the title to go to the publishers website
5 MUSIC FROM THE ARAB WORLD

GLOBAL SKILLS & OUTLOOKS
• Collaborating
• Creative Thinking
• Being open to new ideas

LEARNING OBJECTIVES
• To find out about Arab music traditions
• To learn and perform a song in Arabic

RESOURCES
• Internet access

COMMON CORE STANDARDS
SEE THE NATIONAL ASSOCIATION FOR MUSIC EDUCATION TO APPLY THEIR PK-8 STANDARDS IN TEACHING THESE LESSONS

Go to music standards
MAKING ARAB MUSIC

Traditional and classical music is an important feature of Arab culture. Musicians can be seen playing instruments in artwork from over 800 years ago and roving musicians helped spread their music to Europe. Arab musical instruments can be broadly classified into three categories: string instruments, wind and reed instruments, and percussion.

Many modern western instruments have their roots in these traditional instruments. Popular instruments include the qanun, a stringed instrument played on the lap which resembles a zither, and the oud, which was traditionally plucked with a feather. Historians trace the origin of the oud to ancient Egypt; many think that this pear-shaped wood instrument was the predecessor of the European lute. Wind and reed instruments include the nay, an end-blown flute, and the mijwiz, a short double-flute with two reeds. Percussion instruments include the popular daff, similar to a tambourine, and the durbakkah (also known as dembek), which is an hourglass-shaped drum.
ARAB MUSIC TODAY

Classical Arabic music still plays an important role in Arab culture, and traditional musicians such as the late Egyptian vocalist Umm Kulthum remain among the most popular singers. At the same time, today Arab pop music is also popular among young people and with the audiences of successful television shows such as Arabs Got Talent! You can learn more about Umm Kulthum, and access free lesson plans about her music, at the Al-Bustan Seeds of Culture website.
(Share with your students the songs “Aal Maya” and “Tele’et ya maHla nourha” from the World Song Book in the British Council World Voice program.)

• The song “Aal Maya” illustrates how traditional music is shared across the Arab world. It was originally performed by Diyab Mashhoor, an Iraqi, but is also sung widely in Jordan, Syria, and Palestine. It is a simple song that first describes a scene of a spring where people, in the olden days, went to fill buckets with water to take them to their homes. The singer then talks about devotion and love for his/her country. Traditionally, a soloist sings each verse and a group of singers join in for the Aal Maya chorus.

The second song featured is “Tele’et ya maHla nourha”. This is one of the most famous folk songs in the Arab world and tells the story of female peasant’s day which starts at sunrise when she milks the cows. Each song has easy to follow audio files, films, a pronunciation video, music, and song sheets.

• Another very rich resource for learning about and teaching music from the Arab world is the Al-Bustan Seeds of Culture song tools. This rich resource allows a teacher to learn and teach the Arabic lyrics and music to a song by listening and repeating, with separate tracks for percussion, strings, vocals, and diction (which allows you to hear the words pronounced in rhythm, with no melody). There is also a tool with just the accompaniment and a record button that allows you to record yourself and your students singing along! Have fun listening to the music, watching a video performance linked on the site, or learning to sing and play along with some of the rhythms and melodies.

Go to Al-Bustan Seeds of Culture

Go to World Song Book
FOOD FROM THE ARAB WORLD

GLOBAL SKILLS & OUTLOOKS
• Collaborating
• Creative Thinking
• Being open to new ideas

LEARNING OBJECTIVES
• To find out more about Arab cuisine
• To prepare and taste food from the Arab world

MATERIALS
• Recipes for different foods
• See individual recipe for necessary materials
MAKING ARAB FOOD
Introduction
If you have access to a kitchen, or even if you don’t, introduce your students to Arabic food by making some delicious food to share as a class.

Simply mash up chickpeas with tahini and other simple ingredients to make hummus, stuff some dates with nuts and dip them in coconut or sesame, or blend up mint leaves with lemon juice and sugar and ice to make a refreshing lemonade right in your classroom—all you need is a blender or food processor! If you have access to a kitchen, your students may enjoy making Arabic bread to have with their hummus. You will find the complete recipes here.
HUMMUS WITH TAHINI حمص بطحينة Hummus b’TaHeena

This traditional Arabic breakfast food is well-known in the Western world today. In the Arab world, it is often served freshly made with hot chickpeas in individual bowls with a basket of warm Arabic bread and perhaps some pickles on the side.

INGREDIENTS

• (2) 16 oz. cans cooked chickpeas/garbanzo beans (or 2 lbs. of pre-cooked beans)
• 1/3 cup tahini sesame paste
• Juice of one lemon (or 1/3-1/2 cup fresh lemon juice)
• 2 tsp. salt
• 1/4 cup olive oil
* Optional: 1 or 2 cloves of garlic, minced

DIRECTIONS

Using a food processor or blender, blend the chickpeas together (leaving a few whole ones aside for garnish later). Add the tahini, lemon juice, garlic (if desired), oil, and salt, and blend until the whole mixture is a creamy consistency. Adjust seasonings to taste. Pour into a shallow bowl and garnish with a drizzle of extra olive oil, the whole chickpeas you set aside, and some chopped parsley if desired. For an authentic breakfast, serve with warm Arabic bread, also known as pita in the United States.
STUFFED DATES  تمر بجوز  Tamar bi-joz (Tamar rhymes with “summer”)

For thousands of years, date palms have been grown and cultivated in the Middle East, most likely originating in Mesopotamia, or the region of modern-day Iraq. These palm trees produce dates, a sweet fruit that comes in a variety of shapes, sizes, hues, and tastes. Dates offer a lot of nourishment; they contain sugar, minerals, fat, fiber, and protein.

INGREDIENTS

• 1 lb. Medjool dates (approximately 25-30 dates)
• 1 cup coarsely chopped walnuts or chopped almonds
• 1/4 cup honey
• 2 tbsp. water
• 1/2 cup shredded coconut or sesame seeds

TOOLS

• Small knife to slit dates open
• Bowls for coconut, sesame seeds, and syrup
• Wax paper on which to place the dates
• 1 Tablespoon (tbsp.)
• 1/4 and 1/2 cup
• Mixing spoon

DIRECTIONS

• Wash hands. Slit each date open on one side and remove the pit. Place the dates on a sheet of wax paper.
• Open the pitted dates enough to stuff each one with about 1 tablespoon of chopped nuts. Close each date and return to wax paper.
• In a bowl, dissolve the honey into the water.
• Pick up a date on one side and dip the other side in the honey-water mixture; let extra liquid drip off.
• Choose either coconut or sesame as your dipping option.
• Dip the wet side of the date into either the coconut or sesame seeds. Place the coated date back on the wax paper.
• Serve as a snack or dessert.
Juice bars--offering blends of fresh fruit juices such as apple and carrot, and smoothies made with rich cream--are a common sight around the Arab world, with children and adults alike lining up around the block during the day and into the evening at the most popular spots. This refreshing beverage is a common menu item at seaside cafés in Beirut, Lebanon, and can also be found in other parts of the Eastern Mediterranean region. It is a refreshing treat on a hot day!

**INGREDIENTS**

- Fresh bunch of mint leaves
- 6 lemons, juiced
- 2 cups ice cubes (fewer or more, to taste)
- Sugar (start with 1/4 cup, add to taste)

**DIRECTIONS**

Place the ice in a blender and crush until very fine. Add the lemon juice, whole mint leaves, and sugar (for a sweet beverage, add at least 1/2 cup sugar). Blend again until well combined. The beverage should now be a bright pale green with tiny flecks of mint leaves. Pour into glasses and garnish with an extra sprig of mint.
FOOD FROM THE ARAB WORLD

ARABIC BREAD الخبز عبري khubz ‘arabee
Although it is often called by its Greek name of “pita” in the West, these small round loaves are commonly called “Arabic bread” in the Arab world. They have a distinctive puff that makes them easy to fill, and fun to bake!

DIRECTIONS
Mix together the yeast, sugar, and water in a large mixing bowl, stirring until dissolved. Add the whole wheat flour and 1/4 cup of the all-purpose flour and whisk together. Put the bowl, uncovered, in a warm (not hot) place until mixture is frothy and bubbling (about 15 minutes). Add salt, olive oil, and all of the remaining all-purpose flour, and stir until the mixture becomes a shaggy mass. The dough should be soft and a bit moist. Cover the bowl and leave in a warm (not hot) place for 1 hour. Heat oven to 475˚ F, placing on the bottom shelf a heavy-duty baking sheet, large cast-iron pan, or baking tile. Punch down the dough and divide into 8 pieces of equal size. Place dough balls on a clean floured work surface, cover with a damp towel, and leave for 10 minutes. With a rolling pin, roll the first ball to about 1/8 inch thick, pick up, and place quickly into the oven on the hot baking sheet, pan, or tile. After 2 minutes in the oven the dough should be nicely puffed. Pick it up carefully with tongs and flip it over, then bake for just one more minute. Roll out and bake each ball one at a time, or put more than one in the oven at once if you have the space. Transfer each little loaf to a lined basket and cover with a cloth napkin or towel so they stay warm. Serve by itself, or with freshly made Hummus!

INGREDIENTS
• 2 tsp. active dry yeast
• 1/2 tsp. sugar, or honey
• 1 cup lukewarm water
• 1/4 cup whole-wheat flour
• 2 1/2 cups unbleached all-purpose flour
• 1 tsp. salt
• 2 tbsp. olive oil
FIND OUT MORE

We hope your students enjoyed learning some simple Arabic and finding out about the Arab world. If you want to find out more, the following links contain additional information and resources:

A number of lesson plans and teaching resources to help you introduce Arabic language and culture:
http://arabalicious.com

This is a great free app for learning the Arabic alphabet:

This link is to a short film, 1001 Inventions and The Library of Secrets, which tells the story of some of the inventions in the Golden Age of Islam:
https://www.youtube.com/watch?v=JZDe9DCx7Wk

The following BBC learning zone clips show children talking about prayer and the Muslim pilgrimage to Mecca for the Hajj:
http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html
http://www.bbc.co.uk/learningzone/clips/a-trip-to-mecca/3920.html

Useful resources for beginners Arabic, or those who want to learn more about the language:
http://www.bbc.co.uk/languages/other/arabic/guide/facts.shtml

Many beautiful examples of Pattern in Islamic Art can be found at:
http://patterninislamicart.com
http://www.mia.org.qa/en
(The Museum of Islamic Art, Qatar)
http://www.vam.ac.uk/page/i/islamic-middle-east
(V&A, Islamic Middle East Gallery)

An Alphabetical listing of Arab contributions to world civilization:
http://www.salon.com/2002/01/08/alphabet

If you’d like to see more recipes or learn more about food in the Arab world (particularly the Eastern Mediterranean):
http://almashriq.hiof.no/general/600/640/641/khayat/title.html

This site will help you to learn the numbers in Arabic:
http://www.rocketlanguages.com/arabic/learn/counting-in-arabic
To learn more about Arabic calligraphy and the Arabic alphabet, watch the introductory video here:
http://calligraphyqalam.com/index.html

Use this fun tool to see your name written in Arabic calligraphy instantly:
http://www.firdaous.org/write-name-arabic-calligraphy.htm?13-a

Further work on exploring and designing complex geometric patterns can be found at:
https://www.vam.ac.uk/info/teachers-resources-for-primary-schools

QFI’s Mosaic Tile Generator application introduces students to fundamental concepts of Islamic art and architecture through exploration and creation of a mosaic tile art. Students design and share their own mosaic tiles after learning principles of tessellation and geometry and the history of mosaic tiles in Islamic art:
http://qfi.org/get-involved/apps-resources/mosaic-tile-app

El Seed is a well-known Calligraffiti artist. You can see examples of his work at the following websites:
http://elseed-art.com
https://www.youtube.com/watch?v=qpFz5Rx6eU
https://www.youtube.com/watch?v=K7e4QBxtCi8

Other articles about Calligraffiti can be found at:
http://everitte.org/gallery
(Examples of calligraphic art by the artist Everitte Barbee)

An example of someone creating a zoomorphic calligraphy drawing using English can be found here:
https://egotistsclub.wordpress.com/tag/calligraphy