

Content-Based Lesson Plan

Unit: Art and Islam

Lesson #: 3 (90 minutes)

Author: Ms. S

Grade: 9-12

Proficiency level: Novice Mid/High

ACTFL Standards met: 1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

Content Standards met:

COMMUNICATION

Interpersonal Communication - Students will verbally discuss their opinions about classmates' garden designs, verbally play a game naming and creating sentence length descriptions of objects in an Islamic garden, and compare and contrast features of Islamic gardens and typical American backyards/gardens.

Interpretive Listening - students will listen to their classmates descriptions in Activity 1 and decide if they are correct and decide to offer a different or better answer to win points for their team.

Presentational Writing - students will create a written description of an Islamic garden that they wish to have designed

Interpretive Reading- students will read a classmates' written description of an Islamic garden and design a garden based on this description and, their knowledge of Islamic art gained in the unit, using a garden design or drawing app.

CULTURES

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between Islamic belief and design; specifically with regard to gardens in North Africa
- Learners will understand what is the Islamic conception of paradise and the physical manifestations of this belief in Islamic gardens.

COMPARISONS

- **Cultural Comparisons:** Learners use the language to investigate and reflect on the connection between culture, climate, and religion through comparing examples of Islamic gardens with typical North American backyards.

CA Art:

[1.4 Pg 117](#). Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Lesson Objectives

Learners will be able to identify the characteristics of Islamic gardens, explain the cultural and religious logic behind these characteristics like (high walls, fountains, geometric designs, tile and calligraphy decorations on walls), as well as use correct noun adjective agreement, specifically learning the feminine adjectives for colors, to describe objects and plants in a typical Islamic garden.

What will learners be able to do with what they know by the end of this lesson?

Language Objectives

1. Students will correct noun adjective agreement when describing objects and plants in gardens and their colors; using both the masculine and feminine forms of color. *Ex. The tree (fem) is green (fem) or The water (masc.) is blue (masc.).*
2. Students write descriptions of Islamic gardens using both nominal and verbal sentences.
3. Students will use justification words like, because, therefore, and as a result, to present their opinions about garden designs

Do <i>can do statements</i>	Know <i>knowledge they identify (you can list)</i>
Students will be able to.... - Explain the connection between Islamic theology and Islamic garden design and contents - Accurately use the terms for shapes, colors in Arabic.	Students will know... - the characteristics of Islamic gardens - the connection between religion and gardens in Islam - the connection between climate and gardens in Islam - how to create an Islamic garden

<ul style="list-style-type: none"> - Use a mix of nominal and verbal sentences in their writing - Use explanation words like (because, therefore, as a result) to express opinions 	
Content Objectives Students will be able to describe at least five ways that Islamic and western gardens differ. Students will be able to use nominal and verbal sentences to write descriptions of Islamic gardens. Students will be able to explain the connection between Islamic beliefs in paradise and gardens. Students will gain an appreciation for the use of symmetry in Islamic design.	
Culture Objectives (if any)	Understanding that garden design, usage and purpose can differ from culture to culture Understand the role of theology in Islamic design
Learning Strategies (if any)	Learning through hands on, task based activities, researching, synthesising, and paraphrasing information from the internet, working in pairs and teams, using art apps to create visual representations of peer created readings.
Assessment	
Formative Assessments	Mode of Communication
Introduction to Islamic Arab Gardens - plants, layout and features	Interpersonal Speaking and Listening - Students will use colors, shapes and noun adjective agreement to name plants, objects and colors in an Islamic garden.
Commission an Islamic Garden	Presentational Writing - Students will write descriptions of an islamic garden which a classmate to design. The description will contain nominal and verbal sentences, correct noun adjective agreement for noun human plurals, colors in their masculine and feminine forms, and shapes

Read and Create a Garden	Interpretive Reading- Students will read, interpret descriptions of an ideal islamic garden, which contain nominal and verbal sentences, correct noun adjective agreement for noun human plurals, colors in their masculine and feminine forms, and shapes and create an image of the garden based on what they read
Justify Your Garden	Interpretive Speaking Students discuss descriptions and images of classmate designed islamic gardens, using contain nominal and verbal sentences, correct noun adjective agreement for noun human plurals, colors in their masculine and feminine forms, and shapes

Activities

Opening Learning Activity Hooks: (15 minutes)

Introduction to Islamic Arab Gardens - plants, layout and features

Activity Introduction:

Part 1: Have this picture of [5 different world gardens](#) up on the project when students walk in. 4 of the 5 gardens are Islamic and one is not. A list is provided in the picture of where the gardens are from. Have students guess which garden is from where by asking each student to say in a complete sentence "I think the garden on the top right is Persian, next to it is a Moroccan garden..." keep a tally of how many people think each garden is from each country. Then tell the students the answers and see who got the most right. *The content goal for the activity is for students to see commonalities between Islamic gardens from around the world. The answers are: Top Left: America, Top Right: India, Middle Left: Spain, Middle Right: Iran, Bottom: Morocco*

Grammar: Nisba adjectives of nationality to state each garden's nationality, and feminine agreement because the word for garden is feminine.

Part 2: Tell students now we are going to play a game and divide them into two groups. Change the picture on the board to this [picture of the gardens of the world](#) and then play the game as described below.

Interpersonal Communication

- Students play a quiz game in 2 teams where the teacher will point to different plants and shapes in the Islamic gardens of the world and ask students to name the shapes and colors using full sentences. Teacher will use questions such as "What is this?", "What color is the tree on the right?" "What shape are these tile?". Half way through the activity the students will take over the teacher's role of pointing to objects and soliciting responses.

- Materials: [Gardens of the World Handout](#)

Language Goals: Students will use colors, shapes and noun adjective agreement to name plants, objects and colors in an Islamic garden.

Learning Activity 1. (10 minutes)

Compare and Contrast America vs. Islamic Gardens

Activity Introduction:

Ask students if their home gardens look like the gardens in the pictures they just saw. Can they name, using google translate, some plants they have in their backyards or would like to have in their yards if they had a garden?

Instruct students to click on the [Google Doc](#) and as a class collaborate on making a list of similarities and differences between the plants, design, colors and features of the Islamic gardens in the links and American gardens in the links ([East/Midwest](#), [West Coast](#)) to the traditional Islamic gardens ([alhambra 1](#), [Alhambra 2](#), [Alhambra 3](#), [Alhambra in NYC](#), [Moroccan garden 1](#), [MG2](#), [MG3](#)

Language Goals: Students will use colors, shapes and noun adjective agreement to compare and contrast plants, objects and colors in an Islamic garden and American garden.

Learning Activity 2. (20 minutes)

Write a Description of an Islamic Garden

Before Class: Students will skim 3 articles before class: [article # 1](#), [article # 2](#), [article # 3](#), in English.

Activity Introduction: The teacher will tell the students to imagine they just bought [this house](#) in Morocco and you want to restore and it's garden in an authentic manner so that the property can be used as a hotel. What do you tell the architect who you have hired to create the garden?

- Brainstorm written descriptive, nominal sentences on the whiteboard that could be used to express desires
- Review [sample brief](#) and [sample garden](#) created from the brief.
- Start activity: Students will pretend to be an architect and client. Over the course of the activity students will play both roles.

- The client must write a brief for the architect of what he wants in his Islamic garden. Pictures may be included.

Language Goals: Students will include a mix of nominal and verbal sentences, and correct noun adjective agreement when using colors and Nisba adjectives.

Learning Activity 3. (20 minutes)

Design and Islamic Garden

- Students will swap garden design briefs with each other and each student will take on the role of architect and use a garden [design app](#), drawing app like procreate, or website ([GardenPuzzle](#)) to create a visual representation ([sample garden](#)) of the design for the client.

Closing Learning Activity (20 minutes)

Discuss Your Islamic Garden

- The class as a whole will read the clients briefs, look at the visual design, and discuss how well the architect fulfilled the design. Students will informally assess their partner's brief using this [rubric](#).
- The class as a whole will also discuss writing techniques and phrases and expressions to improve the quality of writing in Arabic. Students and the teacher will work together to rewrite selected sections of student garden briefs. The final draft will be graded with this presentational writing [rubric](#).

*make your list of activities detailed enough that I could teach your lesson for you. Include estimated times for each activity. Script out your teaching as much as possible.

Materials

[Hook Activity Picture](#)

[Alhambra Gardens Go on Tour](#)

[Islamic Garden Design](#)

([East/Midwest](#), [West Coast](#)) to the traditional Islamic gardens ([alhambra 1](#), [Alhambra 2](#), [Alhambra 3](#), [Alhambra in NYC](#), [Moroccan garden 1](#), [MG2](#), [MG3 New Botanical Garden of Rabat Website](#)

[GardenPuzzle](#)

[Riad for Sale in Marrakesh](#)

[Revisiting Andalusian Garden: Visions for Contemporary Islamic Garden Design](#)

