Lesson 10 -
Umm Kulthum and Arab Unity

<table>
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<th>Essential Questions:</th>
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<tr>
<td>o What are important events in the history and shaping of the 20th century Arab world?</td>
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<td>o What makes one person famous and successful?</td>
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<th>Objectives:</th>
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<td>Students will be able to:</td>
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<tr>
<td>o Evaluate the impact of Umm Kulthum’s international tour and its connection to Arab unity</td>
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<td>o Examine the impact of one individual on an entire culture</td>
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<th>Standards Alignment:</th>
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<tr>
<td>Common Core Reading Standards for Literacy in History/Social Studies</td>
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<tr>
<td>o RH 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.</td>
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<td>o RH 3: Identify key steps in a text’s description of a process related to history/social studies</td>
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<td>o RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
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<td>o RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
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<th>Materials:</th>
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<td>o “Six-Day War of 1967: Background for Teachers”</td>
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<tr>
<td>o “What would YOU do . . .” Group discussion handout</td>
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<td>o Umm Kulthum Around the Arab World: 1968 Tour” handout</td>
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<td>o “Written student response” handout</td>
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<td>o Arab World Map</td>
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<td>o The 1967 War and its Aftermath (Map)</td>
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**Procedure** (suggested time): (10)

**Opening/Hook/Activate Prior Knowledge/Do Now:**

As students come in, they should write their answer in a journal or on other paper to the prompt you have written on the board:

*How can musicians or other artists bring people together? Give at least two specific examples. Can musicians bring people together who live in different countries? Why or why not?*

After students have had a chance to write their answers, invite volunteers to share what they wrote. Given what they know about Umm Kulthum, ask students if they have ideas about how Umm Kulthum brought people together (e.g. Thursday night concerts everyone listened to). Explain that they are now going to examine how she impacted people throughout the Arab world, not just in Egypt.

**Approach #1 to Providing Context: Decision Making Scenario** (15)

Divide students into groups of four. Provide each group with a scenario that briefly describes the events of the 1967 War (see handout). Assign one person to read the scenario, one person to record the group’s decision, one person to report to the rest of the class and one person to keep time. Have students decide what they would do if they were Umm Kulthum and this happened. After groups have decided and shared their answers, provide a brief overview of the 1967 War and explain that students are going to read to find out how Umm Kulthum responded to the situation.

**Approach #2 to Providing Context: Researching the Six Day War:** (45)

The scenario for students written above is a simplified version of events, which allows the lesson to stay focused on the life of Umm Kulthum. However, to more deeply explore the history of the Six Day War of 1967, invite students to create a news report about the conflict based on information they gather from the following websites:


**Mapping Activity: Details from the international visits** (20)

Tell students that in the next activity, they will try to answer the following question: What was the impact of Umm Kulthum’s visits on people in the Arab world? What was the impact of these visits on Umm Kulthum herself?
Give each student a map of the Arab world (see Lesson #1 – Introduction to Arab World) and a reading about Umm Kulthum’s international tours. Read the directions with the students. Students will put a star by each country Umm Kulthum visited and then annotate each marking with evidence of the impact of her visit.

After students have completed the activity. Discuss the two questions posed at the beginning, and ask what answers the students found.

**Extension of Mapping Activity: Quote analysis** (20)

To extend the lesson or as an alternative, ask students to read the five quotes provided, and then answer the questions that follow.

**Closing: (10)**

Students can complete the following activity in pairs or on their own:

Write an interview between Umm Kulthum and a reporter about her international tour. Include the following phrases: Six Day War; Arab unity and pride.
Six-Day War of 1967: Background for Teachers
Excerpt from 1967: The Six-Day War by Sam Roberts

. . . [T]he spring of 1967 was a tense time. Israel was periodically being attacked by Palestinian guerrillas in the Gaza Strip and the West Bank, territories controlled by Egypt and Jordan respectively, and Syrian troops were lobbing artillery fire from the Golan Heights.

In April, Israel retaliated by downing six of Syria's Soviet-made fighter planes. After the Soviet Union spread rumors that Israel was planning to attack Syria, the Egyptian army mobilized 100,000 troops and 1,000 tanks in the Sinai Peninsula. The following month, Egypt's President, Gamel Abdel Nasser, whose stated goal was the destruction of Israel, ordered United Nations observers to leave the area. He also blockaded the Strait of Tiran, cutting off Israel's access to the Red Sea, a vital shipping route.

With war appearing inevitable, Israel decided to strike first. On the morning of June 5—while most Egyptian pilots were eating breakfast and their commanders were stuck in rush-hour traffic—the Israeli Air Force destroyed more than 300 of Egypt's 340 combat planes, most before they had a chance to leave the ground. Israeli troops then swept into Gaza and Sinai, as Jordan, with backup from Iraq, began shelling the Israeli sector of Jerusalem. Syria then attacked from the north.

By June 7, Israel had captured the West Bank and East Jerusalem, including the Old City, home to many sacred sites in Judaism, Christianity, and Islam. By the fourth day, June 8, with the Egyptians in retreat, Israeli forces had reached the Suez Canal. Two days later, after Israel captured the Golan Heights, Israel and Syria declared a cease-fire.

In six days—actually, a little less—Israel more than tripled the amount of land under its control, rewriting the map of the Middle East.

While the war demonstrated Israel's military superiority in the region, it settled nothing: Even in the face of a humiliating defeat, Arab leaders remained committed to Israel's destruction. And Israel's occupation of areas with a Palestinian population at the time of about three-quarters of a million led to new woes on both sides, most of which remain unresolved 40 years later.
Umm Kulthum Around the Arab World: 1968 Tour

In the ten months following the 1967 War, Umm Kulthum visited five countries in the Arab World: Morocco, Kuwait, Tunisia, Lebanon, Sudan. Below is an excerpt from a book about Umm Kulthum written by Laura Lohman.

Part I

DIRECTIONS:

Read the information below. Use it to create an annotated map that shows Umm Kulthum’s international tour.

a) Put a letter (ex. a, b, c) or symbol (ex. star, check, x) on each country Umm Kulthum visited.

b) At the bottom of the map or on another piece of paper, write a note about what happened in each country next to the corresponding letter or symbol. Include at least one detail about what happened in each country, but add as many as you can.

“On all her trips, Umm Kulthum was treated like a stateswoman (Danielson 1997, 186). Already dubbed “Egypt’s miraculous ambassador” (Tawfiz and Shafiz 1967a), she received a diplomatic passport in April 1968. Presidents, kings, first ladies, and ministers not only attended her concerts and receptions in her honor but also gave her official tours and hosted folkloric concerts for her pleasure. A Kuwaiti princess renovated her coastal home at the cost of 300,000 pounds (250,000 kuwaiti dinars) to ensure Umm Kulthum’s satisfaction during her stay (al-Bandari 1968a). She received numerous state honors, including awards from Tunisia, Lebanon, and Pakistan. As one journalist explained, these awards – normally reserved for heads of state – celebrated her support of “the Arab right and Arab unity” (Nasif 1968a). To honor her further, officials bestowed her name on a street in Tunis and a school in Khartoum.

Popular response to her visits matched these official accolades. Throngs of fans blocked her descent from airplanes and held up her car in the streets. Sudanese fans purchased a year’s worth of television sets in a single week once they learned that her concerts would be televised. Additional seats were added to theaters when possible, and overflow crowds stood during her marathon performances (Tabarak 1968; al-Naqqash 2000, 84 – 85). Thousands sent telegrams requesting particular songs and additional concerts…. Parents in Morocco and Sudan named their newborn girls “Umm Kulthum” in commemoration of her visits (Tawfiq 1968b; Darwish 1068; Yahya 1968a). (Lohman, pgs. 40 – 41)
Part II

DIRECTIONS:
Read the quotations below. Use them to answer the questions that follow.

Quote A: Sudan’s minister of information, as part of his invitation to [Umm Kulthum] wrote:

“With art you created a message anchoring the concepts of Arabism, patriotism, and the reclamation of the stolen part of the Arab homeland.” (Lohman, p. 39)

Quote B: In an interview, Umm Kulthum explained her international tour as follows:

“I wanted to prove that we are together in Israel’s view and that we are together in facing the enemy. The destiny is one and the significance is one. Therefore I did not think in terms of money and was not striving to collect donations when I sang from Kuwait to Morocco to Sudan. There was something else that I intended to say through these concerts with an elevated voice and a resounding cry: This is Egypt, and I am one of its people. Her voice is still raised and louder, her battle still continues and is greater, her staying power is still unshakable and stronger (Qandil, p. 400) (Lohman, p. 57)

Quote C: On the first anniversary of the Six Day War of 1967 war, Umm Kulthum was in Tunisia:

“That day was filled with various emotions and hopes. Umm Kulthum spent it in the mosques of Tunis performing prayers and listening to the religious tawashih and prayers in support of Arabism and Arab unity. With Umm Kulthum, emotion reached its limit. She began crying and with her cried all of the Tunisian people.... Everyone cried that day for the martyrs’ souls and prayed for the sake of victory. (Nasif, 1968a); (Lohman, p. 56)

Quote D: A Kuwaiti police officer declared the following to an Egyptian journalist:

“It is not your [Egyptian] right to pride yourself on Umm Kulthum alone – all of us take pride in her. You saw for yourself how we received her. We consider her an object of pride of the entire Arab nation (Ismat 1968b, 8)” (Lohman, p. 60).
Quote E: Historian Laura Lohman notes that Umm Kulthum’s international tour was not completed entirely for selfless reasons.

“Umm Kulthum’s appearances across the Arab world in 1968 exemplified the tactical nature of her career development and image management. She took advantage of the postwar context she had created since June 1967 to give performances abroad that had been envisioned before the war. [italics added] By realizing these trips as an extension of her domestic fundraising campaign, she marked them as selfless acts motivated by a sense of duty to country.” (Lohman, p. 62)
Written Student Response

1. Explain how the quotations above show that Umm Kulthum’s tour helped unite people from different Arab countries. Be specific.

2. Write three adjectives that describe the tone of the first four quotations. Why did you choose these words?

3. How does Quote E change your opinion of Umm Kulthum and deepen your understanding of her actions?
What would YOU do in Umm Kulthum’s place?

Group roles:

Facilitator: __________________________
Recorder: _____________________________
Timekeeper: __________________________
Reporter: _____________________________

Directions: Facilitator, read the scenario below to your group. Then lead a discussion about what to decide. Recorder, write the group’s decision and why in the space below. Timekeeper, make sure your group completes this assignment in ____ minutes. Reporter, you will explain your decision to the whole class.

You are an entertainer who lives in a country that has tense relations with one of its neighbors. Eventually, your leader decides to go to war with this country. Although your country has many friends in neighboring countries, you lose the war in six days. You know you can have a big influence because you are popular and people listen to your music.

What do you do?

a) You speak out against the leader and encourage people to demand a new leader
b) You support the leader and encourage people to support the country so it can rise again
c) You take a break from touring and step into the background until the political drama dies down – you are an entertainer, not a politician.

Group Decision: _____ (write the letter of your choice)

Why? Give at least three reasons.
The 1967 War and its Aftermath (Map)