



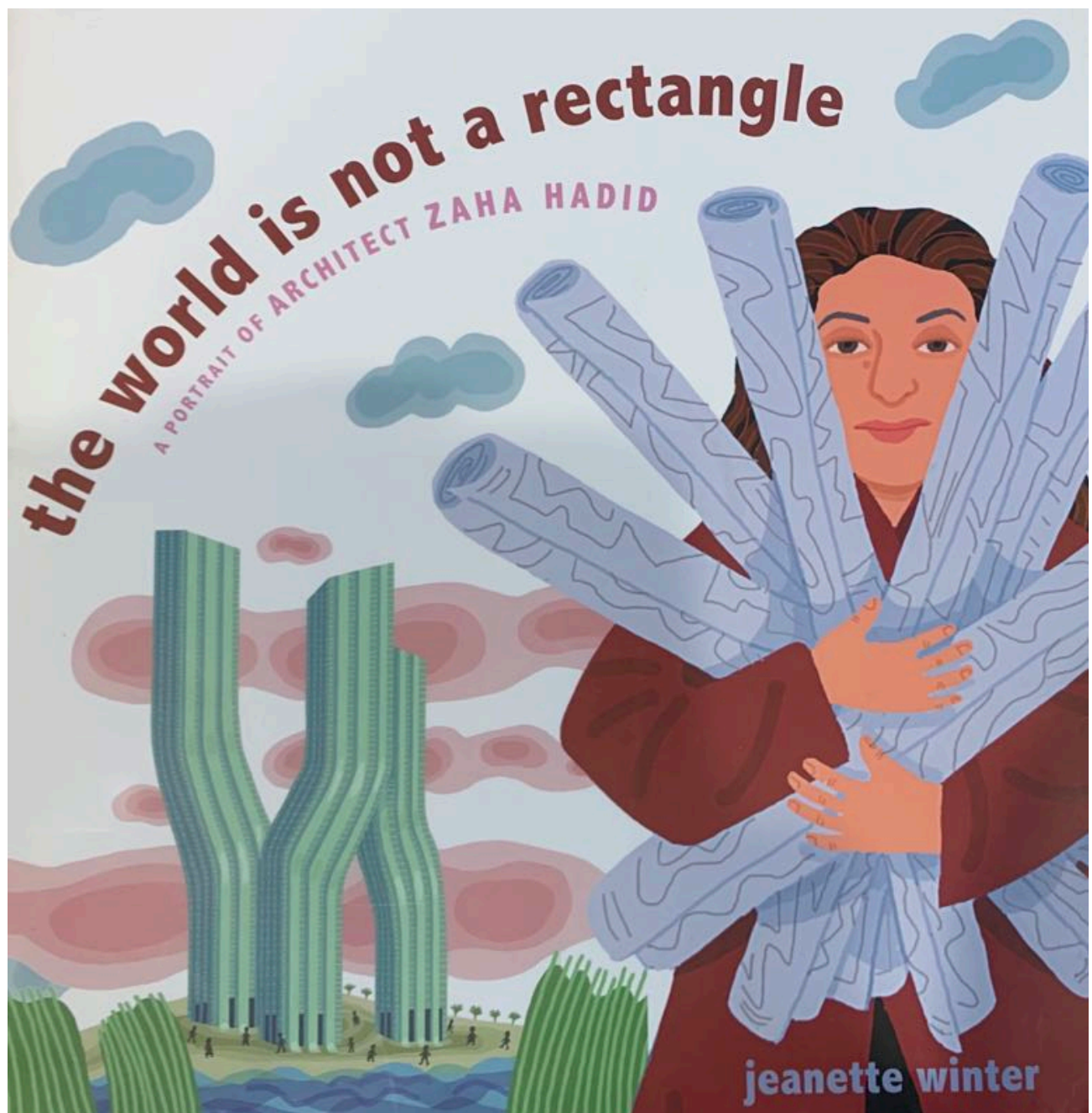
THE WORLD IS NOT A RECTANGLE

A portrait of architect Zaha Hadid

By Jeanette Winter

2017 BEACH LANE BOOKS I978-1-4814-4669-3 S

INQUIRY IDEAS





THE WORLD IS NOT A RECTANGLE

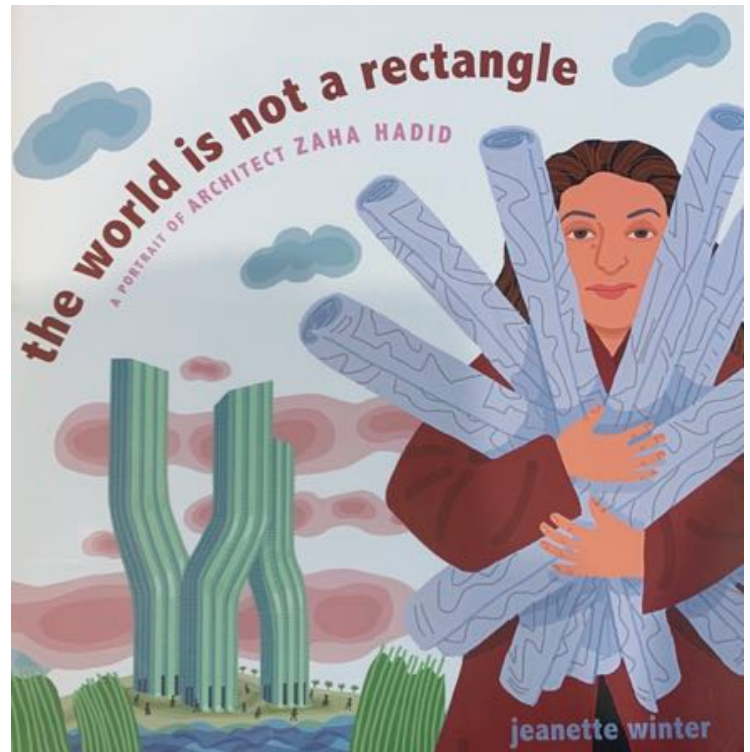
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RECOMMENDED FOR READERS

- Independent reading 7 - 12 years
- Reading with someone 4+
- Readers with an interest in
 - Shapes, pattern finding
 - Architecture
 - Thinking outside the box
 - Valuing maverick ways
 - Creative independence
 - How landscape can be a creative influence



LIBRARY OF CONGRESS SUBJECT HEADINGS

- Hadid, Zaha
- Architects
- Iraq
- Biography
- Juvenile literature
- Architecture, modern 21st C

SUMMARY

A simple biographical tale about Iraqi architect, Zaha Hadid. Jeannette Winter uses descriptive language and fluid illustrations that captures the whimsical nature of Zaha's architecture.

The story moves from Zaha's early days and the influences on how she saw, understood and interpreted the world through her cross cultural experiences and travels that influence who she became as an artist.

Skimmed over or deeply hidden in the text and illustrations are the complexities Zaha faced as a Muslim woman in the male dominated power structures in the world of architecture.

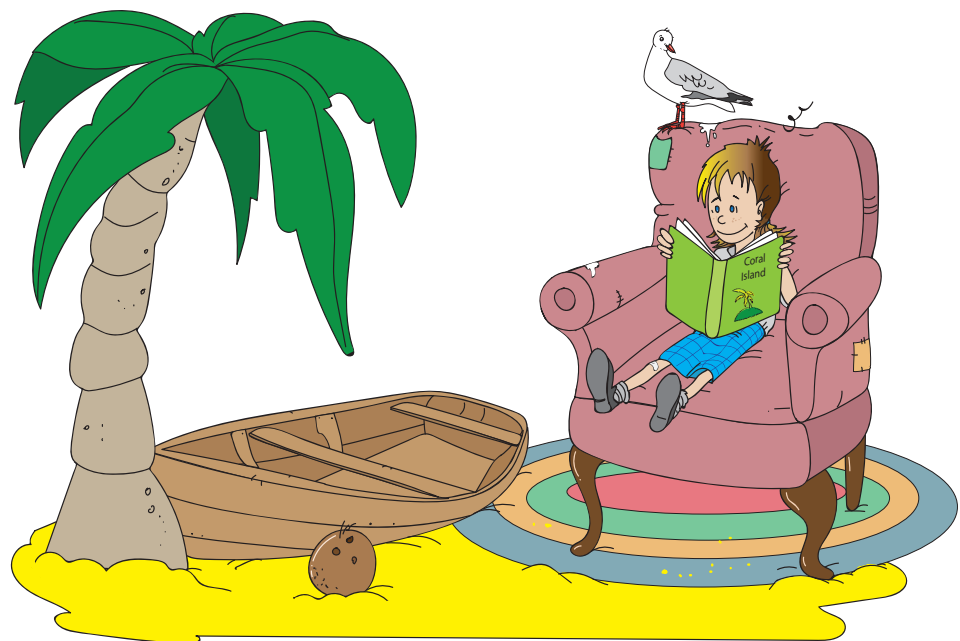
A strong theme that does come through is how the landscapes that she came into contact with had such a strong impact on her as a designer and architect.

The book touches on the transdisciplinary connections that influenced Zaha's thinking across mathematics, art, culture and history and how this transdisciplinarity influenced her choices and skills as an architect.

Most of the book contains only 1 to 2 sentences per page, but some of the language is complex and may need discussion to help readers develop a richer comprehension of the text.

All in all a stunning book and well worth the read.

Great for parents or teachers who want to encourage and support maverick thinking and continue to broaden the range of stories about courageous women.



TRANSDISCIPLINARY CONNECTIONS

Transdisciplinary Concepts

- Pattern
- Shape
- Place
- Identity
- Gender
- Properties
- Structures
- Communication
- Expression
- Impact
- Relationships
- Initiative
- Power



Mathematics

Make models of three-dimensional objects and describe key features
Describe translations, reflections and rotations of two-dimensional shapes.
Identify line and rotational symmetries



Science

Making predictions and describing patterns and relationships
Materials - physical properties & use



Design

Role of people in design and technologies occupations

Suitability and characteristics of materials



Humanities

History of a significant person, building, site



Literature

Languages have communication systems, and different ways of constructing meaning



Geography

Similarities and differences between places and people's perceptions of these places

The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places



Arts

Visual conventions

Materials

PRE-READING

CONCEPT: **PERSPECTIVE** and **PROPERTIES**

SOLO REFLECTION: Before learners see the book or hear the title, open the inquiry with the question “How would you describe the world in one or two words?”

GROUP IDEA EXPANSION: Have the learners self-form groups of 3 or 4 and compare and discuss ideas.

- What words did they chose and why?
- What might have influenced their choice?

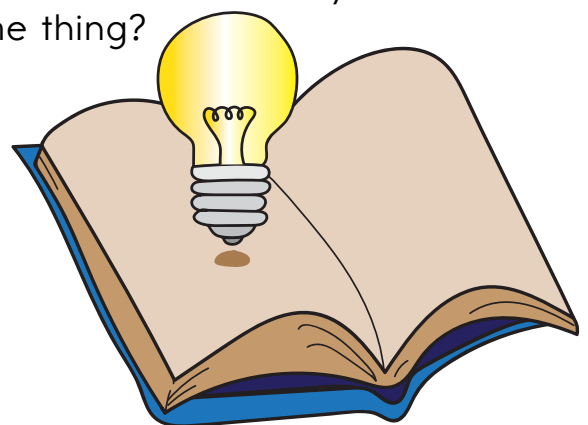
WHOLE CLASS: Come together and group the words everybody generated under different headings that demonstrate the areas or disciplines that influenced the way they thought about the earth. Learners can generate the headings or the headings can be teacher generated. (Ideas for headings might be Sustainability; Mathematics, Community, History, Geography). Have a discussion about how experiences and perspectives influenced choices and understandings. *(This is a theme that will be revisited in the book)*

INDIVIDUAL or PAIR ‘NOT’ thinking: Each person or pair has to add a word to each of the categories generated in the last session. This word must be linked to the question “The world is not...?”. Each of these words should be added to the lists using a new colour or on a red sticky note, to differentiate it from the ‘World is..’ thinking.

WHOLE CLASS: As a whole class look at the ideas generated then discuss what the task reveals, have the learners predict how this might be connected to the book you are about to share. What do they think the theme or deep ideas in the book might be about? Find a way to record these predictions so they can be added or adapted as the book is being read.

REFLECTION QUESTIONS

- How might our past influence how we understand the world today?
- Why do people think differently about the same thing?



TRANSDISCIPLINARY INQUIRIES



Using the concepts of *place*, *shape* and *impact*, provide an opportunity for learners to inquire into how landscapes have influenced buildings across time, place and cultures.

- How do people use their understandings of shape?
- How might place influence choices people make?
- How might place influence the creative process?
- What impact do experiences have on people's ideas and choices?



Using the concepts of *expression*, *structures*, *properties* and *relationships*, provide an opportunity for learners to inquire into the how, what and why of design and development of structures across time and place

- How can the elements of art, and scientific knowledge about materials, be used in the creative process?
- How are structures an expression of identity? How might relationships with land and place be connected to expression and structures



Using the concepts of *expression*, *properties* and *identity*, provide an opportunity for learners to inquire into how people's histories, ideas and experiences get recorded or shared.

- How can a person's life story be recorded and shared?
- How might an author or artist use words and images to suggest how other people develop their world?
- How do the visual elements of this text reflect the words of the author? How might this connection invite the reader to think about how Zaha Hadid understood and experienced the world?
- How might images, text and structures be a way of communicating and sharing the different ways people make meaning of the world around them?



Using the concepts of *pattern*, *impact*, *properties* and *communication*, provide an opportunity for learners to explore the role patterns are used by people to make meaning and understand the world around them.

- What role do patterns play in different subject areas? How do people use these patterns to communicate ideas?
- What properties does something have to have to be named as pattern?
- In the text, what were the patterns that shaped Zaha Hadid's thinking and creative process?
- Are all patterns visible?
- How might Zaha have used her knowledge of shapes and the patterns connected to them in her buildings?
- How might the elements of art, geographical experiences, scientific and mathematical knowledge about strength, patterns and shapes be connected and influencing of people?



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"BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

