

## The Many Wines

by Rumi  
translated by Coleman Barks

God has given us a dark wine so potent that,  
drinking it, we leave the two worlds.

God has put into the form of hashish a power  
to deliver the taster from self-consciousness.

God has made sleep so that  
it erases every thought.

God made Majnun love Layla so much that  
just her dog would cause confusion in him.

There are thousands of wines  
that can take over our minds.

Don't think all ecstasies  
are the same!

Jesus was lost in his love for God.  
His donkey was drunk with barley.

Drink from the presence of saints,  
not from those other jars.

Every object, every being,  
is a jar full of delight.

Be a connoisseur,  
and taste with caution.

Any wine will get you high.  
Judge like a king, and choose the purest,  
the ones unadulterated with fear,  
or some urgency about "what's needed."

Drink the wine that moves you  
as a camel moves when it's been untied,  
and is just ambling about.



### Historical and cultural context

Jalal ad-Din Rumi (aka Rumi) was a 13th-century Sufi poet and mystic. Rumi was also a professor, husband and father. Sufism is a mystical branch of Islam, a religion which emerged in Arabia in the 7th century at a time when excessive wealth from the spice trade, overuse of alcohol and other behaviours were affecting family relationships and tribal customs. The Qur'an (the holy book for Islam) says of wine and gambling, "In them is great sin, and some profit, for men; but the sin is greater than the profit." Many Islamic societies went



on to adopt formal rules against alcohol use. But like all major religions, there has always been great variation in beliefs and behaviours among followers of Islam.

### Instructional strategies

1. Distribute copies of the [student handout](#), read *The Many Wines* and discuss it as a class. You might use the following questions:
  - a. What might Rumi include among the “many wines?” Link your answer to specific elements of the text.
  - b. What does Rumi mean by “Be a connoisseur, and taste with caution?” What other advice does he provide?
  - c. In what ways might Rumi’s historical and cultural context impact this poem? How does his perspective relate to our historical and cultural context?
2. Many poems (including song lyrics) feature messages about alcohol or other drug use. You might ask students to select a poem or song that addresses the benefits and/or risks of alcohol or other drug use and compare and contrast it with *The Many Wines*.
3. Have students write a poem about a psychoactive substance (e.g., coffee, cola, tea, chocolate, alcohol, tobacco, cannabis) that reflects insight into the associated benefits and/or risks and/or provides advice related to the use of that substance.

### Drug Literacy

#### Big ideas

- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives

#### Competencies

- Assess the complex ways in which drugs impact the health and wellbeing of individuals, communities and societies
- Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- Develop social and communication skills in addressing discourse and behaviour related to drugs
- Develop personal and social strategies to manage the risks and harms related to drugs

For a complete look at the drug literacy competencies, as defined by the Centre for Addictions Research of BC, see: [www.uvic.ca/research/centres/carbc/assets/docs/iminds/hs-pp-drug-curriculum.pdf](http://www.uvic.ca/research/centres/carbc/assets/docs/iminds/hs-pp-drug-curriculum.pdf)



## Links to Curriculum

### First Peoples' principles of learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history and story

### English Language Arts 9

#### Big Ideas

- Exploring stories and other texts helps us understand ourselves and make connections to others and the world
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens
- Texts are socially, culturally, and historically constructed

#### Competencies

- Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry, and extend thinking
- Think critically, creatively and reflectively to explore ideas within, between and beyond texts
- Recognize and identify the role of personal, social and cultural contexts, values and perspectives in texts
- Construct meaningful personal connections between self, text and world
- Respond to text in personal, creative and critical ways
- Exchange ideas and viewpoints to build shared understanding and extend thinking