

ISLAM

Mark It on the Map

Hang a world map on the wall. Have students locate their state, capital, and a city or town near them. Then call attention to the **Atlantic Ocean** and point out the **Middle East** and, more specifically, **Saudi Arabia, the Red Sea, and the Persian Gulf**. Now have them turn to the map on page 4 and locate the last three sites on the inset map. As the students read the issue, have them locate each site as it is mentioned.

Introduction

Have students read “Musings” on page 3. Ask students to identify the main idea of each paragraph. Then ask whether any students have read about Muhammad, Islam, or Muslims. Invite volunteers to share what they know about them.

Vocabulary

calligraphy	caravan
caliph	<i>jihad</i>
<i>imam</i>	<i>surahs</i>
hadith	<i>fiqh</i>
illuminating	<i>ebru</i>
script	<i>qadhi</i>
bier	<i>suhur</i>
<i>iftar</i>	muezzin
<i>masjid</i>	<i>qibla</i>
<i>mihrab</i>	<i>minbar</i>
minaret	<i>hajj</i>
<i>ihram</i>	<i>tawaf</i>

Questions for Discussion

- ➔ What is the Ka'ba? Name three groups that worshiped at the Ka'ba before Muhammad was born?
- ➔ Who was Muhammad's first wife? How did she react to his telling her about Gabriel's message?
- ➔ Why is the Dome of the Rock mosque so important to Muslims? What event in Muhammad's life does it recall?
- ➔ What is the *Hegira*? What event in Muhammad's life does it recall?
- ➔ To whom does the phrase “People of the Book” refer? What is the significance of the phrase?
- ➔ What are the two major divisions in Islam? What is the main difference in their beliefs?
- ➔ What is the Qur'an? In what language is it written? Why is it important to Muslims?
- ➔ Why is calligraphy important to Muslims?
- ➔ What is the basic difference between Arabic writing and English writing?
- ➔ In comparison with Arabic, English is quite simple in that each word has usually only one form. On the other hand, most Arabic words have four forms. Why?
- ➔ What religious customs do Muslims observe when a fellow Muslim dies?
- ➔ Besides fasting during the month of Ramadan, what else are Muslims encouraged to do as part of their observance of this festival?
- ➔ How do Muslims observe the end of Ramadan?
- ➔ What is a Friday mosque?
- ➔ Which three mosques do Muslims especially honor? Why? Where is each located?
- ➔ Why do Muslims make a hajj?
- ➔ Why do Muslims making a hajj wear white?
- ➔ Which country has the largest percentage of Muslims? Where is it located?

Writing Workout

Students may complete one or more of the following activities:

- ➔ Write a one-page essay explaining why you think the leaders of Mecca felt threatened by Muhammad.
- ➔ Detail the events that led to Yathrib becoming one of Islam's sacred cities. Include when and why its name changed and the so-called "Battle of the Trench" fought at the city's boundaries.
- ➔ Imagine you are a reporter with the assignment to interview Mohamed Zakariya. What questions would you ask him? After each question, write your reason for asking it.
- ➔ Imagine you are a Muslim mother or father of a month-old baby girl. A visiting friend asks you what religious customs you have observed since your daughter's birth. Using the section of the "Life's Ceremonies" article on pages 26–27 as your resource, make up a dialogue that you might have with this friend.
- ➔ If you could meet Noor Sukjun or Gutaiba Zghoul (see pages 29–31), what four questions would you ask about Ramadan? Give your reason for asking each question.
- ➔ Write an essay about how Ramadan unites the Muslim community around the world.
- ➔ Muhammad said, "The earth is a mosque for you, so pray wherever you happen to be when prayer time comes." Write your interpretation of what Muhammad was telling his followers.
- ➔ Imagine you are a Muslim man and it is Friday. Begin your essay with the muezzin calling out his prayer from the nearby minaret and continue by describing and explaining your actions in response to the muezzin's call.
- ➔ For Muslims, the word *ihram* has two distinct meanings. Explain each and then show how they are interrelated.
- ➔ Explain, in essay form, how the Sufis differ from the Sunni and Shia.

Viewpoints

Students may complete one or more of the following activities:

- ➔ At first, Muhammad revealed his visits from the angel Gabriel only to his wife Khadija and closest friends. Why do you think he did this?
- ➔ In the early days of his preaching, Muhammad once said to his uncle Abu Talib, "By God! If they put the sun in my right hand and the moon in my left, I still would not stop." What do you think Muhammad meant by this statement?
- ➔ After Muhammad's death, Abu Bakr reportedly said, "O people, if anyone worshiped Muhammad, Muhammad is dead. If anyone worships God, He is alive and dies not." What do you think Abu Bakr meant? Include Muhammad's thoughts on his own mortality and whether he wished to be worshiped.
- ➔ Fasting is a major part of Ramadan. What are some benefits of fasting? Think of something you could give up for several hours such as eating candy, talking on the telephone, or watching television. Keep a diary for three days and make daily notes about what you gave up, your thoughts, your slip-ups, and so on. What did you learn from this experiment? What do you think of Ramadan now? What did you learn about yourself?
- ➔ Discuss with a partner possible meanings of this statement in the Qur'an: "I could have made you one people...but I created you into different nations so that you would come to know each other."

Get Into Art

Students may complete one or more of the following activities. (You may want to assign the Foundations so each is presented at least once.)

- After reading “Horizon of Heaven: Muhammad’s Call to Prophecy” on pages 5–7, design a poster describing Gabriel’s visits to Muhammad. Include Gabriel’s messages and their effect on Muhammad.
- Choose one of the Five Foundations of Belief in Islam listed on page 20. Design a poster around the foundation of belief. Surround it with letters in Arabic script, and symbols of Islam such as the minaret.
- Choose one of the Five Foundations of Practice in Islam listed on page 20. Illustrate it in a creative and instructive manner. Write an explanation of the symbolism you use. Display your illustration and explanation in your classroom.
- Create a sign with the expressions from page 44 and their meaning on it. Place the sign on the classroom door to remind students of the greetings and encourage their use.

“Play” Time

Have students read “The Hajj, the Journey of a Lifetime” on pages 38–40. With the class decide how many characters will be in the play they write about a hajj and from where they will be. Divide the class into six groups, with each group responsible for creating a script to explain the following “sections” of the hajj: 1) preparation for and journey to Mecca, 2) arrival in city and the tawaf, 3) the running between the two hills, Safa and Marwah, 4) the “standing” at the Plain of Arafat, 5) Muzdalifa, Mina, and the sacrificing of an animal, and 6) the Eid al-Adha and the return home.

Words With a Past

- Have each student use his/her creativity and imagination to explain visually the meaning of the three terms in the Glossary on page 45 (Islam, Muslim, Arabic). Have them use their own words and/or pictures to do so.
- Ask students to read “Arabic Names and Their Meanings” on page 45. Have them choose a name and write or draw a story that illustrates its meaning.

Host a Guest

Invite a member or a leader of the Muslim community to speak to your class about Islam. Be sure to provide time for questions and answers.

Research Projects

Students may complete one or more of the following activities:

- Research the various types of mosques around the world, especially the unique mud-plastered earth mosques reinforced by wood in West Africa. Bring to class a book or magazine to share with the rest of the class. (A photograph of the largest mud structure in the world, a mosque in Djénné, Mali, appears in *FACES*, February, 1997.)
- Find out what the Gregorian calendar is.
- Locate the mosque nearest your school. Find out when it was founded, how large it is, and how many members it has.

Class Projects

- Write the passage from the Qur'an on page 3 on the chalkboard. Divide the class into nine groups and assign each group one of the individuals or groups towards whom this passage advises kindness. Have each group print the name of its group or individual at the top of a piece of poster paper. Beneath the name have students list the ways in which they could show kindness to these people. Make a bulletin board display of the posters under a banner on which the passage is written.
- Prepare and share a "sunset meal" as described on pages 32-33.
- Design a mosque with your class. Discuss the design elements and a location. Then divide the class into four groups. Assign the following designs: the outside of the mosque; the minaret(s); the mihrab and minbar; the entrance and the place for shoes and the courtyard with fountains. Have each group prepare a description and illustration for its part of the mosque. An excellent reference is *A 16th Century Mosque*, recommended on page 47.

Class Research Project

Research Arabic scripts and make a booklet presentation of your findings. Be sure to include examples of Arabic writing and translations of what they say. The panel activity from "Just For Fun" would make a good booklet cover.

Time Line Activity

Have students use the article "The Spread of Islam" on pages 12-14 to design a time line listing the successors, dates, and important accomplishments or events that occurred.

Literature Enrichment

- Get a copy of the Shari'ah and read aloud several passages. The section on the rights of the poor, for example, may appeal to your students. Have them discuss how the thought in the passage might apply to them.
- Get a copy of a collection of passages from the Qur'an and select surahs to read aloud to students. Have students discuss their interpretations of each surah.

Film Enrichment

Show one or more of the videos recommended on page 48. Have students share what new information they learned from the video and how the film helped them better understand what they have studied.

Just For Fun

Students may complete one or more of the following activities:

- Make a enlarged and appropriately colored version of the panel shown on page 25.
- With a family member, use the recipe on page 33 to make *Khoshaf* or Dried Fruit Salad.
- After you read "The Islamic Calendar" on page 40, choose a year such as the year you were born, a sibling was born, or a special year, and convert it to the corresponding Islamic date.

Follow These Footsteps

Muhammad
Ali

Khadija
Mehmed Efendi

Abu Bakr

