

Islam / Ramadan

Language Lizard Books Used:

[Samira's Eid](#) in Arabic/English

[Journey Through Islamic Arts](#) in Arabic/English

**Lessons can be supplemented with different Language Lizard books in Arabic/English. In addition, this lesson can be slightly revised to use parental or teacher support in languages such as Albanian, Bengali, Farsi, Somali, Turkish and Urdu. The books above are available in multiple dual-language editions from <http://www.LanguageLizard.com>.

Focus Languages: Arabic, English

Grades: 2-4

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Teaching about Islam/Ramadan:

These two lessons have been designed to help students

- learn about different cultures and customs of Muslims around the world and compare/contrast holidays they celebrate to popular holidays in the United States;
- consider national holidays and religious holidays;
- hear and see new languages and texts;
- build an appreciation of the diverse languages present in the world and in the United States;
- introduce important Social Studies concept such as Culture and Geography;
- build positive relationships among students in the classroom by promoting the acceptance of diversity while demonstrating teacher support of linguistic diversity.

The Language Lizard books used in these lessons are [Samira's Eid](#) and [Journey Through Islamic Art](#). Additional books in Arabic/English may be substituted for or used in addition to the books used in these lessons. The lesson can also be conducted substituting Albanian, Bengali, Farsi, Somali, Turkish or Urdu dual-language versions of the books.

These lessons are easily aligned with state standards as well as national standards in Social Studies and Language Arts. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections and Individuals, Groups and Institutions.

Lesson Plan One: Introducing Islam, Eid ul-Fitr, and Ramadan

Goal: To teach about Islam, Eid ul-Fitr, and Ramadan

Objectives:

1. Students will be able to describe the holiday of Ramadan, its religious and cultural importance.
2. Students will be able to recognize Islam as a religion and explain that it is practiced by people around the world.

Lesson Introduction/Anticipatory Set:

To begin the lesson, the teacher will ask the students to identify the religions they know. As students share different religions, the teacher will list them on the board, supplementing the list with additional religions students omit. Next, the teacher will ask the students which holidays they know of that are associated with some of these religions. The teacher will direct students' attention to the religion, Islam. He/she will locate countries where Islam is a dominant religion. If available, the teacher can show video clips of Muslims worshipping. The teacher will tell the students that they will be learning about one of Islam's important religious and cultural holidays, Ramadan.

Procedure:

1. Begin by explaining that Islam is one of the world's most widely practiced religions, and that people who follow Islam are called Muslims.
2. Show the book Journey Through Islamic Arts. Discuss the fact that Muslims live all around the world, including many countries of the Middle East and Northern Africa as well as the United States.
3. Explain that many religions have special times of year where they celebrate their beliefs, show faith in their religion and worship together.
4. Tell students that Ramadan is an important time for Muslims.
5. Read Samira's Eid, stopping at critical points in the story to ask students questions about the holiday and to check for student understanding of the holiday, who celebrates it and why.
6. Point out the English and Arabic text and explain to students that many people who celebrate Islam speak Arabic, and that Arabic is an important part of Islam. However, Muslims speak many languages (including English), depending upon where they were born and the languages spoken in their country.
7. If possible, have a guest reader re-read the book to children in Arabic.
8. During and after reading the book, ask the students:
 - Do you know what "fasting" means?
 - Why do people fast during the month of Ramadan?
 - What is the name for people who follow Islam?
 - What is the building where Muslims worship called?
 - What is Ramadan?
 - Who celebrates Ramadan?
 - What is the name of the celebration that occurs at the end of Ramadan?

What do people do during Eid?

How does this celebration compare to things they do with their family?

Closure:

Re-read parts of Samira's Eid to students if time permits. If time is running out, read only first page, bedroom page, pages 7 and 8. Ask students if they heard anything we discussed before the story in the actual story.

Extension:

Have a guest speaker share his/her experiences as a Muslim.

Assessment:

Have students write in a journal or respond in group discussion to the following questions:

What is Ramadan?

What is Eid ul-Fitr?

Who celebrates these religious holidays? (What is the name of the religion? The people who follow that religion? Where do these people live?)

What is one language that is very important to the religion of Islam?

Materials:

[Samira's Eid](#) in Arabic/English

[Journey Through Islamic Arts](#) in Arabic/English

Possible Resources:

CultureGrams.com

World Book or other encyclopedia

Ramadan (Rookie Read-About Holidays) by David F. Marx (2002)

Islam (DK Eyewitness Books) by Caroline Stone (2005)

Holidays Around the World: Celebrate Ramadan and Eid Al-Fitr: With Praying, Fasting, and Charity by Deborah Heiligman (2006)

Lesson Plan Two: Comparing Thanksgiving and Ramadan

Goal: To compare Thanksgiving and Ramadan, discussing traditions and rituals of each holiday.

Objectives:

1. Students will compare and contrast Ramadan and Thanksgiving traditions.
2. Students will be able to recognize the rituals and traditions of each celebration.

Lesson Introduction/Anticipatory Set:

To begin the lesson, the teacher will activate students' prior knowledge by asking students to name some things they learned about Ramadan in lesson 1. He/she will list student ideas on the board. Talk about Eid ul-Fitr. Be sure to include how people go for prayers in the morning, get together for a family lunch and dinner, and give the children gifts and money. Show pictures from Samira's Eid or other sources, to aid learning.

Ask students for their reactions or questions to/about Eid ul-Fitr. Talk about what they have learned. Ask students if they were surprised about anything they learned? Tell students they will be comparing Ramadan, a religious and cultural holiday to Thanksgiving, a U.S. national and cultural holiday.

Procedures:

1. Read a story about Thanksgiving (see Materials)
2. Ask students to share what they know about Thanksgiving with a partner.
3. Return to large-group and ask students to share what they and their partner discussed.
4. Discuss other traditions and rituals that weren't included when students shared with the class. (See chart) Guide the discussion to include:
 - What kinds of foods are eaten?
 - With whom can you celebrate Thanksgiving?
 - When does the holiday occur?
 - What is the history of Thanksgiving, who was there?
 - Who celebrates Thanksgiving and why?
 - Why is Thanksgiving called a *national holiday*?
5. The teacher should record answers on a two column chart that includes everything that was listed and mentioned about Thanksgiving.
6. Complete the column for Ramadan and discuss how each holiday is similar and different.
7. Distribute the worksheet about senses and holidays. Ask students to think of holidays they celebrate at home and fill out the worksheet. (I smell... I feel... I see....)

Closure:

Have students share their worksheet with the full class, describing a holiday they celebrate at home. Guide a class discussion, encouraging the group to recall the importance of Thanksgiving and Ramadan to people who celebrate each holiday.

Language Lizard Unit: *Islam, Ramadan and Comparing/Contrasting Holidays*

Extension: Students can create a Venn diagram comparing and contrasting Ramadan and Thanksgiving or any other two holidays. Students can create a visual representation of Ramadan, Thanksgiving, or both.

Assessment:

Observe the group discussion as students compare and contrast Ramadan and Thanksgiving
Observe the group discussion as students review the importance of each holiday.

Materials:

Chart and worksheet, attached

Thanksgiving books, possible titles:

Thanksgiving (Rookie Read-About Holidays) by Trudi Strain Trueit (2006)

1621: A New Look at Thanksgiving (I Am American) by Catherine O'Neill Grace (2004)

Comparing Thanksgiving and Ramadan

| Thanksgiving | | Ramadan & Eid |
|--------------|--|---------------|
| | What kind of foods are eaten and when? | |
| | With whom do people celebrate? | |
| | When does the holiday occur? | |
| | Who celebrates and why? | |

A Holiday Through My Senses

Directions: Think of a holiday that you celebrate. Write a description according to the sense.

Holiday : _____

During this holiday,

I feel...

I see...

I smell...

I hear...

I taste...
