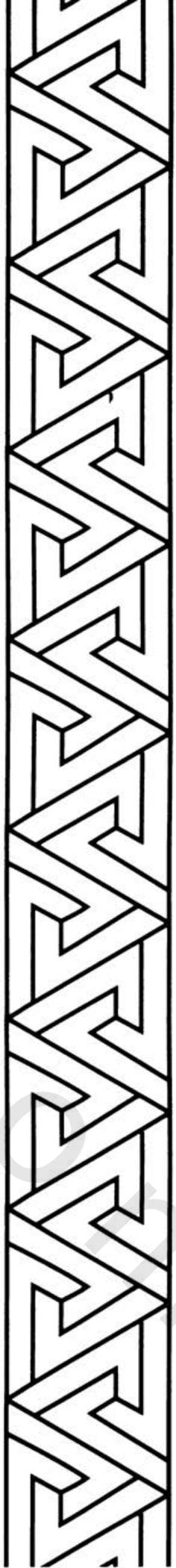


Part I:

Teacher's Notes





INTRODUCTION

This unit is the second in a series of supplementary units for use in Muslim school K-12 Social Studies programs. The underlying assumption is that most such schools will use mainstream curricula as a starting point. While it is certainly desirable and necessary to produce a complete Islamic Social Studies curriculum, it is a task best taken on step-by-step. In the meantime, it seems most productive to design supplements which are integrated into topics typically studied at a given grade level, while introducing content vital to the development of Muslim identity, values and world view. At the same time, it is hoped that the issues covered in these units are of such importance that they might become integrated into a complete Islamic curriculum.

An important requirement in the design of this supplementary series is that each unit feature skills and concepts typical for the scope and sequence of the social studies curriculum in its grade level. In this way, the teacher can introduce information about the Islamic heritage using material that is well integrated into the existing social studies program. This feature of the design also makes it possible to substitute this material for unsatisfactory or unnecessary material from standard textbooks, thus avoiding overburdening the students.

PURPOSE AND PLACEMENT OF THE UNIT

This supplementary unit describes the two Islamic celebrations, their background and major features of their observance. It shows what, when, why and how Muslims celebrate on these two occasions, and gives a sense of their inherent values. The unit is also a case study of the unity and diversity of Muslims across the globe, an enjoyable introduction to some customs in selected countries where Muslims live and their geography.

Countries were selected to include both majority and minority Muslim populations, to present a range of countries across the globe, and to represent a variety of the many ethnic groups and geographic features that make up the Muslim world community. No attempt has been made to comprehensively cover all countries, cultures or customs, as this is far beyond the scope of a unit for the primary grades. By selecting certain countries, others were necessarily excluded, although they might have served equally well. To rectify this unfortunate shortcoming, activities have been suggested that can enhance coverage to include all the nationalities represented in an individual teacher's classroom. At the same time, such a project increases student participation. All of the customs related here have either been witnessed by the author in various countries, or they were related personally by Muslims from those countries, who also assisted with the illustrations and diagrams for each custom. Finally, no attempt has been made to cover all of the customs of the country selected; rather, they were selected for variety, attractiveness to the target age group and for their relevance to and illustration of certain social studies concepts which are brought out in the teaching suggestions.



In terms of the overall objectives of a social studies curriculum for first grade, the teacher will find that many skills and concepts from the first grade year are introduced or reviewed in this unit. It is recommended that the unit be placed near or between the two holidays if these fall during the school year calendar. Alternatively, the unit can serve as an addition to or substitute for standard textbook units on holidays around the world, and offers an interesting contrast and complement to such units. In reading and skill level, it corresponds roughly to the second half of the first grade year, where such holiday units are often placed.



The student text and corresponding teaching suggestions are arranged into five sections:

Introduction: Sets the scene with universality of celebration, various occasions, and Muslim religion.

Section 1 introduces the Arabic word "eid" (a simpler transliteration selected in favor of the more common 'id), defines its celebration as universal to Muslims, describes its origin in Qur'an and Sunnah and names the two Islamic celebrations.

Section 2 tells when 'id celebrations occur. A simple description of the lunar calendar is given.

Section 3 names each 'id, describes the occasion for its observance, its background, meaning and some of its inherent values.

Section 4 describes universal practices of Muslims in preparation for and observance of 'id.

Section 5 describes unique 'id customs in 10 different countries across the globe. Each is used to bring out a point about Islamic values, the geography of Muslim countries or a specific social studies concept.



The student will:

Introduction:

- appreciate the universality of celebration among people everywhere.
- list some common occasions for celebration.
- list some common features of celebration.
- identify Muslims religion, their book and prophet.

Section 1:

- tell how often Muslims celebrate.
- define "eid" as the Arabic word for a day of celebration.
- define 'id as an Islamic celebration observed by all Muslims.
- name the sources for Muslims' knowledge of what and when to celebrate.

Section 2:

- tell when Muslims celebrate 'id.
- understand that 'id occurs in different seasons.
- understand that the moon and sun are used to tell time.

Section 3:

- name the two annual 'id celebrations.
- name the occasion for each 'id.
- describe the background of each 'id.
- understand some aspects of the meaning and values behind each 'id.
- describe how and why Muslims fast in Ramadan.
- describe the Hajj in simple terms.
- name the persons commemorated in the Hajj story.

Section 4:

- tell how Muslims everywhere prepare for 'id celebrations.
- describe 'id prayer services.
- describe universal elements of Islamic celebrations.
- explain the importance of Islamic celebrations.

Section 5:

- name the countries and locate them on the outline map by shape and size.
- identify the continent on which each country is located.
- identify the geographic and cultural features of the countries described.
- describe customs in the countries named.
- describe some customs unique to the students' own families or countries.
- explain some meanings of Muslim 'id customs.



The activities described here are intended for use with the Eid Mubarak! student text. The text segment of this binder is designed to be reproduced for each student. The illustrations in the booklet may be colored in by the children and taken home to keep as a reminder of their study. The teacher may direct an activity to make simple or elaborate bindings for the booklet.

The teaching suggestions provide comprehension exercises, development and reinforcement of skills and concepts introduced in the text, and enrichment activities for social studies with springboards to other disciplines. They are designed to offer maximum flexibility in expanding or compressing the unit to fit variable time frames. The suggestions are organized according to sections of the text, and are labeled by type of activity:

PRE-READING: These activities are done before classroom reading in the student text. Their purpose is to provide background information, define unfamiliar vocabulary words and terms, and establish a receptive frame of mind in the students.

COMPREHENSION: These activities are completed after each section is read. They include questions for classroom discussion and group or individual work, explanatory background material to be provided by the teacher, and exercises related to understanding the content.

LEARNING NEW CONCEPTS: The focus is on comprehension and manipulation of a concept from the social studies disciplines. The concept is explained, put to use and reinforced in these activities.

ACQUIRING SKILLS: These activities feature social studies skills such as interpreting information from maps, diagrams and pictures; reading, writing, thinking and study skills, and citizenship.

ENRICHMENT: Activities are offered which build upon the basic lessons, adding depth and enjoyment to the learning experience. They may include art, science or math projects, literature for additional reading, dramatic or role play.

This supplementary unit is designed for flexibility of implementation. The bare-bones unit, covering only the student text, pre-reading and comprehension activities, is designed for implementation within a two- to three-week time frame. Alternatively, the teacher may choose to cover all of Sections 1, 2 and 3, for example, but only a few of the customs from Section 4, selecting some of the concept, skills and enrichment activities. Most teachers will select some areas for light coverage, using more activities for depth in other sections of the unit. The teacher may choose to utilize the unit for broader purposes over a longer time period. A wide variety of objectives from the social studies curriculum for the first grade year are touched upon or even covered in the concept and skills activities. Crossover projects to language arts, math and science have also been liberally included.

"EID MUBARAK!" HOW MUSLIMS CELEBRATE AROUND THE WORLD

Written by Susan Douglass
Illustrated by Abd al-Muttalib Fahema



لِكُلِّ أُمَّةٍ جَعَلْنَا مَنْسَكًا هُمْ نَاسِكُوهُ



*To each nation we have given sacred
rites to perform... (Qur'an 22:67)*