

# Part I

## Introductory Notes for the Teacher





### **INTRODUCTION**

This unit is the fifth in a series of supplementary units for use in Muslim school 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 that is 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, to avoid overburdening teacher and students.

### **PURPOSE AND PLACEMENT OF THE UNIT**

This supplementary unit is an introduction to the geography of regions where Muslims live as majorities and a description of the circumstances in which Muslims live as minorities. The focus is more regional than national, so as to overstep the arbitrary modern borders that divide Muslim populations among numerous countries. The unit is designed to complement typical geography surveys offered in elementary social studies curricula. It is designed for grade four, but may be used for grades five and six if the curriculum so requires. Study of this unit may be undertaken after the students have received an introduction to basic geography and map skills. It is probably best undertaken during the second half of the fourth grade year, but since important geography concepts and skills are both introduced and reviewed here, the teacher may be confident to proceed earlier.

The structure of the unit is unique in that the student text is in the form of a play script, whose characters, a teacher and her students, model a cooperative learning experience as they study regions of the world where Muslims live. The main objectives of this unit are to provide students with an overview of the places where Muslims live as majority and minority communities, and to investigate selected aspects of geographic and cultural diversity within the context of Islamic unity.

The unit consists of an eight-lesson student text with teaching suggestions and enrichment activities. Comprehension questions, map skills and worksheets accompany the text for concept reinforcement and skill building. While the unit is designed for flexibility, it is recommended that the students be exposed to the entire student text. If time does not allow extensive study of the unit materials, the teacher may select only basic material from the teaching suggestions rather than covering these with depth and enrichment.



*Where in the World Do Muslims Live?* is a script for a learning play. The play is set in the classroom of a Muslim elementary school in the United States. Most of the information given is voiced by the students as they present reports and projects and work with maps. Their teacher asks questions, guides discussion, adds information and helps the students with research tasks.

The student text is divided into eight sections ranging from 2<sup>1</sup>/<sub>2</sub> to 10 text pages. Each section is a lesson that covers an aspect of the question. In the course of their investigations, students learn how many, where and how Muslims live in various regions of the world. They are also introduced to a number of important terms and concepts of geography study, based upon the Five Themes and Six Essential Elements identified in the National Geography Standards\*:

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Location                      | 1. Seeing the world in spatial terms |
| 2. Place                         | 2. Places and regions                |
| 3. Human environment interaction | 3. Physical systems                  |
| 4. Movement                      | 4. Human systems                     |
| 5. Regions                       | 5. Environment and society           |
|                                  | 6. Applying geography                |

Issues from ecology, economics and cultural studies are raised in this context. Through the text, questions and teaching suggestions, students are guided in the use of various maps, atlases and other reference materials. **A wall- or poster-size physical map of the world and/or laminated markable maps and/or individual classroom atlases should be available to accompany this unit.**

**What Is This Book About?** sets the scene and introduces the topic of the unit. The cast of characters and their countries of origin are listed.

**Section 1** introduces the concept of the unit and the characters in the play. Basic geography definitions and important concepts are reviewed or introduced. Students open the discussion of world population.

**Section 2** relates the class discussion and study about the map *The Muslim World* (Islamic Foundation, Leicester, U.K., 1994), showing the percentage of Muslim population in each country. Relevant concepts for discussing population are introduced. The actual map used is provided in the unit binder.

**Section 3** relates reports on group research using physical maps of regions where Muslims live, and topic books from the library. The section provides information on landforms and bodies of water, climate, and location of countries.

**Section 4** is a discussion of resource use in Muslim regions, including the concepts of rural and urban population, agricultural and industrial products, water use and underground resources. Relevant environmental issues are also mentioned.

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\* *Geography for Life: The National Geography Standards*, Nat'l Center for Geography Education (at UCLA), 1994.

**Section 5** continues the investigation of “location” as a geography theme, showing how location can be a resource that provides a living for people. The students investigate common elements in the geographic settings of cities, and use maps to locate and quantify cities in Muslim regions.

**Section 6** relates the class investigation of human resources, and their importance for countries’ development. Various types of jobs are discussed. The lesson introduces the concept of labor migration into and out of Muslim regions, as well as the economic reasons behind it.

**Section 7** relates the discussion of distinctive features of Muslim communities, including aspects of Islam in everyday life, differing masjid architecture, educational institutions and charity. Several regions of conflict or religious discrimination that affect Muslims are touched upon from the perspective of students whose families are from those places.

**Section 8** relates the class investigation of cultural similarities and differences among Muslims in various regions. The students stage a culminating festival for the entire school, parents and neighboring community, including a bazaar of Muslim arts and crafts, a show with story- and joke-telling, and a buffet of foods from Muslim lands.

Various support materials are provided with the unit, including a large wall map of *The Muslim World* (Islamic Foundation, Leicester, U.K., 1994) and a poster showing Muslim institutions in the United States, *Muslims in the United States* (American Muslim Council, Washington, D.C., 1995), with an activity to add information to the map. In addition to lesson plans and enrichment activities, projects for varying skill levels are explained in detail: making models of houses from various lands, making Central Asian caps or other head coverings. The unit as a whole can be taken as a model project, from beginning map study to research and presentation of information, discussion, constructing exhibits, and finally staging a Muslim heritage festival in the school. The teacher may enhance the unit by having his or her students reproduce the activities described in the student text, using available research materials from the library or computer learning aids. Thus, the students will experience first-hand what the characters in the script discovered, and they will find out much more information that space constraints did not allow placing in this unit. This exercise in cooperative learning is a model that can be attempted by other groups on this or any other topic.



### SECTION 1

The student will

- List some components of geographic study (see themes and elements).
- Identify and locate the continents.
- Recount approximate world population and Muslim population of the world.
- Explain how proportion of population relates to the whole in various ways.

### SECTION 2

The student will

- Use a map key to determine topic and content of a map.
- Define **percent** and explain how it relates to population.
- Express various percentage ranges as numbers, as estimates of “how many in ten” and/or as approximate fractional parts of the whole.
- Express selected fractions and percentages on a pie chart.
- Appreciate the distinction between percentage figures and actual numbers of people.
- Define **majority** and **minority**.
- Tell how a census is conducted (optional).

### SECTION 3

The student will

- Define the Islamic concept of *ummah* in simple terms, relate it to the English word “community.”
- Tell why it is important to learn about the Muslim *ummah*.
- Use a physical map to get information about landforms and vegetation.
- Describe landforms and climate in Muslim regions of Africa (North and East Africa).
- Describe landforms and climate in Muslim regions of Southwest Asia.
- Describe landforms and climate in Muslim regions of Central Asia.
- Describe landforms and climate in Muslim regions of South and Southeast Asia.
- Describe some places in the Americas, Australia and Europe where Muslims live.

### SECTION 4

The student will

- Define **resource** and tell the origin of all resources.
- Identify references in classroom or library where information about countries and their natural resources is found.
- Define **urban** and **rural**, and tell the average proportion of each in Muslim regions (approximately 50:50 overall).

- List the resources needed for agriculture (sunshine, land, water, work).
- Define **irrigation** and list several ways to bring water to crops.
- List several important crops and animals raised in various Muslim regions.
- Identify and locate important rivers and define **source** and **mouth**.
- Locate several river **deltas** in Muslim regions.
- Understand that water supplies are very limited in many Muslim regions, and must be carefully used and shared.
- Describe how water use affects the environment.
- List several important natural resources (petroleum, gas, minerals) and appreciate the economic and environmental impact of their sale and use around the world.
- Read a chart showing categories of industries in Muslim countries.
- Categorize types of manufactured goods (consumer, export, processed materials, and basic [capital] goods that help build the country).

## SECTION 5

The student will

- Use maps to locate major cities and associate them with landforms (rivers, coastlines, harbors).
- Explain how **location** can be an important asset to a country (bringing trade and jobs).
- Define **port city** and locate some examples in Muslim regions.
- Define **service job** and list examples from Muslim countries or others.

## SECTION 6

The student will

- Explain how people are important resources for a community or country.
- List various categories and kinds of jobs.
- Relate education to skill acquisition and jobs.
- Describe the efforts of governments and communities to educate people.
- List reasons why a country might import workers or export them to other countries. (Optional: List examples of target and source countries of labor migration.)
- Understand that **development** means meeting countries' needs and creating jobs.

## SECTION 7

The student will

- List some characteristics and features of everyday life that identify a community as Muslim.
- Identify common elements of belief and practice that Muslim individuals and communities carry out in similar ways.
- Appreciate the importance of learning for Muslims and list ways education is carried out in Muslim communities.

- List some languages spoken by Muslims around the world.
- Identify several regions in which Muslims have suffered lack of tolerance or actual conflict and discuss some of the specific reasons for their suffering.
- Identify ways that Muslims can help preserve Islam and the Muslim community locally and internationally.

## **SECTION 8**

The student will

- Identify differences in way of life (housing, family structure, dress, foods) among Muslim regions.
- List examples of traditional arts and crafts in the Muslim world.
- Use library resources and/or personal interviews to find examples of literary arts from Muslim regions.
- Appreciate the process and results of cooperative learning in a group setting.



The teaching suggestions and activities are an integral part of the unit before you. The text and illustrations alone cannot convey to young students all the information necessary to a well-integrated and comprehensive learning experience. Students of this age level need guidance in organizing and retaining information from their reading. Above all, the students need help relating new learnings to things they already know, enabling them to build up a store of factual information and conceptual understanding, and acquiring the skills to apply it. In the Muslim classroom, the teacher helps the students to see things from a Muslim perspective. The teacher may also need to fill in or help the students to access background information that is too bulky or complex to provide in the student text.

The activities in this unit have been designed to meet these needs, fill in these gaps, or refer to other sources. It is the author's hope that the teaching suggestions are not overlooked as "optional" or burdensome to navigate. Planning time spent reviewing the discussion guide and selecting appropriate activities for comprehension and enrichment is well invested to make the learning experience rewarding in any setting.

The student text is to be reproduced for individual students and taken home as a reminder of their study. **The illustrations and maps may be used as coloring pages.** Teachers may help students bind and decorate individual student booklets with self-made covers, Islamic calligraphy and/or designs. This activity may embrace one or all of the unit segments.

The activities described here are recommended for use with individual sections of the student text *Where in the World Do Muslims Live?* **A wall- or poster-size physical map of the world and/or laminated markable maps and/or individual classroom atlases should be available to accompany this unit.** Specific references are given in the text and bibliography, although any quality map is fine. Mercator map projections, with their significant distortion of the upper northern hemisphere, are to be avoided if possible in favor of an "Equal Area" (Robinson or Eckert), Goode's split-ocean, or other projection adjusted to reflect the continents' relative size. (The quickest way to tell a Mercator projection is the massive enlargement of Greenland.)

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 student text, and are labeled by type of activity.

- **PRE-READING:** These activities are done before classroom or individual reading in the student text. They provide background information, define unfamiliar words 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 individual work, explanatory background material to be provided by the teacher, and exercises related to understanding content.

- **LEARNING NEW CONCEPTS:** The focus is on comprehension and manipulation of concepts from the social studies disciplines. The concepts are explained, put to use and reinforced in these activities.
- **ACQUIRING SKILLS:** These activities feature social studies skills such as interpreting maps, diagrams and pictures; reading, writing, speaking, thinking and study skills, as well as citizenship.
- **ENRICHMENT:** Activities are offered that build upon the basic lessons, adding depth and enjoyment to the learning experience. They may include art, science, math or computer projects, literature for additional reading, dramatic or role play, Islamic studies or Arabic.

This supplementary unit is designed for flexibility. It may be implemented in its most basic form in a **two- to three-week time period, or it may be extended to four to six weeks**, depending upon the depth of study and the number of enrichment projects undertaken. The teacher may choose to cover some segments lightly, omitting skills and enrichment activities, while covering other segments more exhaustively. Like the other supplementary units in this series, *Where in the World Do Muslims Live?* may be utilized for broader purposes over a longer time period. A wide variety of social studies concepts for the fourth grade year are touched upon and covered in the concept and skills activities.

A skillful teacher will integrate these lessons into the annual curriculum as a whole. In this way, opportunities for comparison and contrast with standard textbook chapters will not be missed. Having the whole year's curriculum in view will also avoid wasting precious learning time by identifying opportunities to substitute this study of Muslim regions for unnecessary or marginally useful materials. Planning across the curriculum will enable the teacher to coordinate math, science, computer studies, literature and Islamic studies with interdisciplinary learning activities from *Where in the World Do Muslims Live?*

**BOOKS**

- Central Asia and the Caucasus after the Soviet Union*, Mohiaddin Mesbahi, ed. Gainesville, FL: University Press of Florida, 1994.
- Central Asia and Transcaucasia: Ethnicity and Conflict*, Vitaly V. Naumkin, ed. Westport, CT: Greenwood Press, 1994.
- Geography Across the Curriculum*, Dennis and Judy Reinhartz. Washington, DC: National Education Association, 1990.
- Geography for Life: The National Geography Standards*. Los Angeles, CA: National Center for Geography Education, 1994.
- Grolier Multimedia Encyclopedia*. Grolier Electronic Publishing, Inc., 1994.
- Islam in Asia, Vol. II: Southeast and East Asia*, Raphael Israeli and Anthony H. Johns. Boulder, CO: Westview Press, 1984.
- Islamic Economic Cooperation*, Masudul Alam Choudhury. New York: St. Martin's Press, 1987.
- Muslim Minorities in the World Today*, M. Ali Kettani. London: Mansell Publishing, Ltd., 1986.
- Muslim World Geography and Development*, Mushtaqur Rahman, ed. Lanham, MD: University Press of America, Inc., 1987.
- People At Work in the Middle East*, Christine Osborne. London: B.T. Batsford, Ltd., 1987.
- Private Voluntary Organizations in Egypt: Islamic Development, Private Initiative and State Control*, Denis J. Sullivan. Gainesville, FL: University Press of Florida, 1994.
- The Changing Geography of Africa and the Middle East*, Graham P. Chapman and Kathleen Baker, eds. London: Routledge, 1992.
- The Changing Geography of Asia*, Graham P. Chapman and Kathleen Baker, eds. London: Routledge, 1992.
- The Least Developed and the Oil-Rich Countries*, Kinbert Raffer and M. A. Mohammed Salih, eds. New York: St. Martin's Press, 1992.
- The World of Islam*, T. B. Irving. Brattleboro, VT: Amana Books, 1984.
- Two Worlds of Islam: Interaction between Southeast Asia and the Middle East*, Fred R. von der Mehden. Gainesville, FL: University Press of Florida, 1993.

**ARTICLES**

- "Europe Faces an Immigrant Tide," Peter Ross Range, *National Geographic Magazine*, 183:5 (May 1993), pp. 38-71.
- "The Middle East's Water: Critical Resource," Priit Vesilind, *National Geographic Magazine*, 183:5 (May 1993), pp. 38-71.
- "The Politics of Population," Elizabeth Sobo, *The Minaret*, 16:4 (Sept./Oct. 1994), pp. 24-28.
- Muslim Kaleidoscope: The Magazine for Muslim Children*, Amica International, 1201 First Ave. South, Suite 203, Seattle, WA 98134.

## Aramco World Magazine

**NOTE**—Nearly every issue has articles of interest to the topic of geography in Muslim regions. The following are a selection of those used to prepare this book, or recommended for classroom perusal.

- "Muslims in China," Lawton, et al., *Aramco World Magazine*, 36:4 (June/Aug. 1985).
- "A City Within a City," passim, *Aramco World Magazine*, 38:5 (Sept./Oct. 1987).
- "Muslims in the Caribbean," "Stitches Through Time," "The Nature of the Nile," "The Changing Present," 38:6 (Nov./Dec. 1987).
- "Images of Oman," William Tracy, *Aramco World Magazine*, 40:1 (Jan./Feb. 1989).
- "Craftsmen of Bahrain," Wendy Levine, *Aramco World Magazine*, 40:2 (Mar./Apr. 1989).
- "Egypt's Underwater World," "Lakes of the Rub'Al-Khali," "Crossing the Rub," *Aramco World Magazine*, 40:3 (May/June 1989).
- "An Oryx Update," Tillman Durdin & John Lawton, *Aramco World Magazine*, 40:5 (Sept./Oct. 1989).
- "Imbaba," Akram Khater, *Aramco World Magazine*, 40:6 (Nov./Dec. 1989).
- "Saudi Arabia Yesterday and Today," *Aramco World Magazine*, 40:7 (Exhibition Issue).
- "Muslims in the USSR," Lawton, et al., *Aramco World Magazine*, 41:1 (Jan./Feb. 1990).
- "Ramadan in Holland," Hillary Keatinge, *Aramco World Magazine*, 41:2 (Mar./Apr. 1990).
- "Remaking Istanbul," "Fishing in Pondo," *Aramco World Magazine*, 41:4 (July/Aug. 1990).
- "The Pesantren at Surialaya," "Djenne: Living Tradition," *Aramco World Magazine*, 41:6 (Nov./Dec. 1990).
- "Images of Afghanistan," "In Harm's Way," *Aramco World Magazine*, 42:3 (May/June 1991).
- "On Culture's Loom," "Diving in the Southern Red Sea," "Sudan: Land of the Pyramids," *Aramco World Magazine*, 42:4 (July/Aug. 1991).
- "Islam's Path East," passim, *Aramco World Magazine*, 42:6 (Nov./Dec. 1991).
- "A Mosque in Islambad," Len McGrane, *Aramco World Magazine*, 43:1 (Jan./Feb. 1992).
- "Jabal Ali: Dubai's Gateway to the World," Larry Luxner, *Aramco World Magazine*, 43:2 (Mar./Apr. 1992).
- "The Academy of the Rain Forest," "Oman's Unfailing Springs," [traditional irrigation system like *qanat*], *Aramco World Magazine*, 43:6 (Nov./Dec. 1992).
- "The People Persist" [Cham Muslims of Cambodia], "Across the High Atlas" [Morocco], *Aramco World Magazine*, 44:2 (Mar./Apr. 1993).
- "An Inventory in Arabia Felix," "Saudi Aramco at Sixty," "Deep Threats" [India], *Aramco World Magazine*, 44:5 (Sept./Oct. 1993).
- "Lebanon: Up from the Ashes," "Transports of Delight," *Aramco World Magazine*, 45:1 (Jan./Feb. 1994).
- "Islam in Bulgaria," Stephen Lewis, *Aramco World Magazine*, 45:3 (May/June 1994).
- "The White Mosques of Jerba," Michael Balter, *Aramco World Magazine*, 45:4 (July/Aug. 1994).

## BOOKS FOR STUDENT READING

- Arab Folktales*, Inea Bushnaq. New York: Pantheon Books, 1986.
- Eternal Saudi Arabia*, Rick Golt. London: Elk Publications, 1980.
- Geography for Every Kid*, Janice VanCleave. New York: John Wiley and Sons, Inc., 1993.
- Goha*, Denys Johnson-Davies. Cairo: Hoopoe Books, 1993.
- How Much Is a Million?* David M. Schwarz (S. Kellog, illus.). New York: Scholastic, Inc., 1985.
- Issues . . . Issues . . . Issues: The Palestinians*, David McDowall. New York: Gloucester Press, 1986.
- Land of Yesterday, Land of Tomorrow: Discovering Chinese Central Asia*, Paul, David and Peter Conklin/Brent Ashabranner. New York: Cobblehill Books, 1992.
- Pakistan: My Country Series*, Bernice and Cliff Moon. New York: Marshall Cavendish, 1986.
- Sahara: Vanishing Cultures*, Jan Reynolds. San Diego: Harcourt Brace Jovanovich, 1991.
- The Childrens' Story Series (Grades 4–6)*, Uthman Hutchinson. Beltsville, MD.: Amana Publications, 1995.
- The Former Soviet States: The Central Asian States*, Paul Thomas. Brookfield, CT.: Millbrook Press (Aladdin Books, 1992).
- The Land and People of Malaysia & Brunei*, John S. Major. New York: Harper Collins Publishers, 1991.
- The Magic Stone*, G. Naumenko (G. Glagoleva, transl.). Moscow: Mylysh Publ., 1981 (Imported Publications, 320 West Ohio St., Chicago, IL 60610).
- Then & Now: Azerbaijan*, Mary Rodgers, ed. Minneapolis: Lerner Publications, 1993.
- Then & Now: Kazakhstan*, Mary Rodgers, ed. Minneapolis: Lerner Publications, 1993.
- Then & Now: Tajikistan*, Mary Rodgers, ed. Minneapolis: Lerner Publications, 1993.
- Then & Now: Turkmenistan*, Mary Rodgers, ed. Minneapolis: Lerner Publications, 1993.
- Then & Now: Uzbekistan*, Mary Rodgers, ed. Minneapolis: Lerner Publications, 1993.
- We Live in Kenya*, Zulf M. Khalfan and Mohamed Amin. New York: Bookwright Press, 1984.
- We Live in Malaysia and Singapore*, Jessie Wee. New York: Bookwright Press, 1985.

## ATLASES AND MAPS

- Muslims in the United States*. American Muslim Council, 1212 New York Ave., NW, Suite 400, Washington, D.C. 20005, 1995.
- National Geographic Atlas of the World*. Washington, DC: National Geographic Society, 1994.
- Rand McNally Picture Atlas of the World*, Brian Delf. Chicago: Rand McNally, 1991.
- Rand McNally Student's World Atlas*. Chicago: Rand McNally, 1994.
- The Geography Coloring Book*, Wynn Kapit. New York: Harper Collins Publishers, 1991.
- The M.W.H. Map of the Muslim World*, The Muslim Welfare House. London: M.W.H. and Beirut: GEOprojects, 1980.
- The Muslim World Map*. Leicester, U.K.: The Islamic Foundation, 1994.

# Where in the World Do Muslims Live?

Written by Susan Douglass  
Illustrated by Abdelmuttalib Fahema



يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْتَظُمُكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ



*O mankind! Lo! We have created you male and female, and have made you nations and tribes that you may know one another. Lo! The noblest of you in the sight of Allah is the best in conduct. Lo! Allah is Knower, Aware.*

*(Qur'an 49:13)*

## **WHAT IS THIS BOOK ABOUT?**

In this book you will find out where and how Muslims live all around the world. This book is written in the form of a play. It tells the story of a project in a Muslim school elementary class. The school is located in the United States. The class is learning about geography when someone asks the question: "Where in the world do Muslims live?" The students, with the help of their teacher, Abla (meaning "older sister") Amina, look for the answer. They discover many things about Muslims, about the world today, and about geography. Most important, the class learns how to cooperate to tackle a big job.

Meet the class now. Join them as they do research, make projects, and interview people to answer their questions. The students in our class are from many different countries. Each of them worked hard on our

project. At the end, we had a surprise. Read along with the students and find out!

**Scene:** Muslim school in the United States, elementary classroom.

**Cast of Characters:**

- |                            |                          |
|----------------------------|--------------------------|
| 1. Student narrator        | 10. Muhammad (Oman)      |
| 2. The teacher, Abla Amina | 11. Nabil (Pakistan)     |
| 3. Ali (Kenya)             | 12. Nada (Turkey)        |
| 4. Amele (Bosnia)          | 13. Nur (China)          |
| 5. Anas (Egypt)            | 14. Omar (Palestine)     |
| 6. Burhan (Uzbekistan)     | 15. Rahma (Senegal)      |
| 7. Fatima (Algeria)        | 16. Sayyid (Kashmir)     |
| 8. Ibrahim (Indonesia)     | 17. Zaid (United States) |
| 9. Khadijah (Libya)        |                          |